

**A STUDY OF JOB SATISFACTION AMONG COLLEGE
TEACHERS OF NAGALAND IN RELATION TO TEACHER
EFFECTIVENESS**

THESIS SUBMITTED
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D.) IN EDUCATION



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DECLARATION

The Presentation of this thesis is my original research work and has not been submitted by me for any research degree in any university/Institute. The work was done under the guidance of Prof. Lungsang Zeliang, Department of Education and Dr. M. Rajendra Nath Babu, Department of Teacher Education and submitted to Nagaland University for the Degree of Doctorate of Philosophy in Education.

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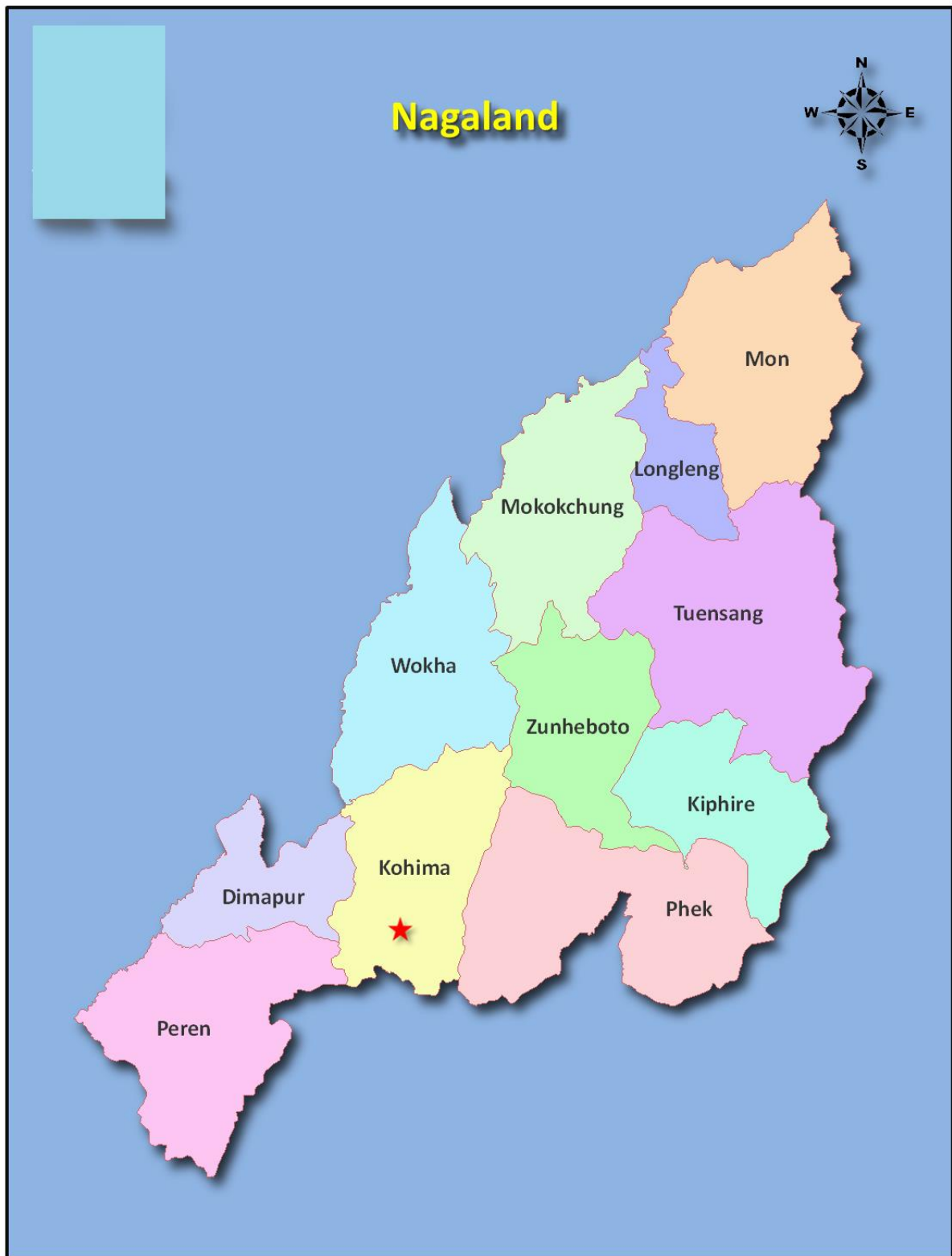
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ABBREVIATIONS

Dept: Department
Edn: Education
NAAC: National Assessment and Accreditation Council
ICFAI: Institute of chartered financial analysis of India
CGPA: Cumulative Grade Points Average
Acred: Accreditation
SCTE: State College of Teacher Education
N: Total Frequency/Total Sample
df: Degree of freedom
M: Mean
SD: Standard deviation



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CHAPTER – I

INTRODUCTION

1.1 Introduction

Education is a potent force through which a person acquires competency and mastery over his skills and knowledge to lead a meaningful and purposeful life. It is the process of advancing learning and the pursuit of values, beliefs, habits and skills for a well grounded personality. It is the foundation of intellectual, cultural, spiritual, social and economic development of a society. John Dewey, a progressive educator of the 21st century asserts education as the development of all those capacities in the individual which will enable him to control his environment and fulfils his responsibilities. The goal of education is the comprehensive development of a person as the highest value of a society, the development of human talents, mental and physical abilities, the upbringing of high moral qualities, and the formation of citizens capable of conscious social choice. Education is the groundwork upon which we build our future. It shapes and moulds the society in diversified ways in the process of development. It develops the personality of the individual according to the needs of time and space and helps man to understand better ways of life. It also enables a man to be socially acceptable and responsible, technically efficient and personally well adjusted individuals. Education, thus, encompasses both teaching and learning of knowledge, proper conduct, and technical competence. It focuses on the cultivation of skills, trades or professions, as well as mental, moral and aesthetic development.

Education is productive activities that focus at producing highly effective workforce for the cohesive development of a nation. Development of a country anticipates to a great degree on its quality of citizens and the quality of citizenships is determined by the education system prevalent in the country. Education is the strongest instrument to bring beneficial socio-economic development and prosperity to a nation. Kothari Commission has rightly stated that in a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. Thus education can be used as a yardstick to measure achievements of nations. The ultimate purpose of education can only be achieved through quality of education, quality of teacher and quality of the teaching learning process.

In the world declaration on higher education adopted by the world conference on higher education in 1998, higher education was defined as: “all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities.” Higher education, also called post-secondary education, third-level or tertiary education, is an optional final stage of formal education after the completion of secondary level. Considered as the apex of the entire educational structure, it influences and affects every field of human endeavor by providing manpower for production, planning, and management, technological and scientific development. Higher education empowers an individual with necessary skills and competence for achieving important personal and social goals and thereby contributes to social development. There is a rapid expansion of higher education at all levels because of the demand for human resources who have undergone higher level education or training as we live in a world that is increasingly competitive and highly economy driven. Higher education today is one of the pillars of success for any nation.

Educational goals however, noble and exalted are meaningless and cannot be attained without the presence of a teacher. They are the primary means for implementing educational programs at various levels and the core of education. They not only prepare to meet the needs of today but also prepare to foresee the hopes and dreams of every student. The teacher is the living ideal, the foundation head of knowledge and potential guide to provide directive for the growth and development of students of today as worthy citizens of tomorrow. The Secondary Education Commission (1953) states that “the most important factor in the contemplated educational reconstruction is the teacher – his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it.”

Job satisfaction describes how content an individual is with their job. While working in an organization, people develop a set of attitudes about the work, supervision, co-workers and working conditions. Positive and favorable attitudes towards the job indicate job satisfaction, negative and unfavorable attitudes towards the job indicate job dissatisfaction. The assessment of job satisfaction in many organizations has become an important practice to determine employee

well-being. Job satisfaction among teachers has been considered as a vital factor for the improvement of the education system and has kindled interest among educational researchers for a long time. Vroom (1964) in his definition on job satisfaction focuses on the role of the employee in the workplace. He defines job satisfaction as “affective orientations on the part of individuals toward work roles which they are presently occupying.”

Dunkin (1997) considered teacher effectiveness as a matter of degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching. Teacher effectiveness is crucial because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. Teacher effectiveness is the single most important factor in facilitating and enhancing students’ learning and bringing a positive transformation in the society. The core of teacher effectiveness is the teacher’s ability to understand the individual profiles the strengths and weaknesses of every student in the classroom. Hence, retention of teachers worthy of this noble profession is a relevant aspect of any educational institutions. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work.

While teachers’ feelings about certain aspects of their jobs strongly affect their decisions to stay in teaching or leave the profession, it becomes clear that an understanding of teacher job satisfaction is important. Darling-Hammond (2003) asserts that job satisfaction amongst teachers is a multifaceted construct that is critical to teacher retention and has been shown to be a significant contributor to teacher effectiveness. It is a primary necessity as well as a challenge for educational institutions to attract and retain high quality teachers who can significantly contribute towards a better system of education. A positive attitude and motivation comes from job satisfaction so it is important for teachers to be happy at their workplace as it impacts student’s achievement and their future. Thus, teacher job satisfaction refers to the overall attitude and views of teachers toward their working conditions and profession. It denotes the extent to which teachers are happy at their jobs and the different aspects thereof.

Shann (1998) states that teachers’ job satisfaction, while difficult to define, may be even more difficult to measure, determinants of job satisfaction are known to vary according to gender, age, experience, and position, and defining job satisfaction for teacher involves many wide-

ranging differences as to what contributes to job satisfaction. However, to education researchers the degree of job satisfaction is an important aspect that contributes to teacher effectiveness; it brings with it a variety of positive consequences not only for the individual but also for the continuing growth of educational systems. Teachers' job satisfaction has a significant influence on, and important implications for their effectiveness and their delivery of quality education. The teachers' overall job satisfaction is pivotal to maintaining quality teaching, and to attract and retain the right type of people into the profession to help them function at the highest level of their efficiency and effectiveness.

No education reformation can take place effectively, without appropriate preparation of teachers. Adequate preparation of teachers depends upon the satisfaction of teacher in the job. Every profession has got certain aspects conducive for job satisfaction and teachers are not an exception. Unless a teacher derives job satisfaction they can neither initiate desirable outcomes to cater to the needs of society nor be able to live up to the social expectations. The Indian Education Commission (1964-66) aptly states that nothing is more important than providing teachers, best professional preparation and creating satisfactory conditions of work in which they can be effective.

The needs and aspirations of the teacher for a comfortable life is no different from the rest of the members of the society and since the teacher is the single most important factor in education, it would make sense to give back to our teachers by providing them the deserved respect and opportunities for them to derive satisfaction from their duties and not feel neglected and over burdened. There is also the need to make teaching an attractive career so it can attract talented young people who willingly join this profession and not regard it as a stop gap arrangement until better opportunities arrive, for in his fall, the quality of education will collapse and it will be in his rise alone that education will rise to unprecedented heights. Hence job satisfaction of teachers is an important factor to achieve academic objectives. Similarly, teacher effectiveness is the ability to use the knowledge and skills needed to attain educational goals. There are several factors influencing teacher effectiveness and job satisfaction being one major factor. This study therefore focuses on the job satisfaction of college teachers and its relation to teacher effectiveness.

1.2 Nagaland Overview

Nagaland, a mountainous state in Northeast India, a land engulfed in mystery, and home to diverse indigenous tribes, zealously guarding their culture was declared the 16th state of the country of India on 1st December 1963. It has an area of 16,579 sq. Km, with a population of 1,978,502 as per the 2011 census of India, making it one of the smallest states of India. Sometimes referred to as the Switzerland of the East, this is a land that exhibit unimaginable beauty, it is blessed with perfect eye-catching landscapes, vibrantly lush and verdant flora, and is a perfect getaway for a breath taking experience. The state is replete with festivities throughout the year, as all tribes celebrate their own festivals with a pageantry of color, music and dance. It stands out as a land of homely and warm-hearted people, diverse tribes, systems of governance, and cultures and a land resplendent with color and variety. Nagaland has never ceased to amaze visitors for its natural beauty and incomparable cultural heritage.

1.2.1 Geographical Features

Nagaland is located in the extreme North-eastern part of India. It lays between the 93°20' E and 95°15' E Longitudes and 25°6' and 27°4' N Latitudes. It is bounded by Assam in the West, Myanmar (Burma) on the east, Arunachal Pradesh and part of Assam on the North and Manipur in the South. The average rainfall of Nagaland is 200cms. The state is mostly mountainous except those areas bordering Assam valley. Mount Saramati is the highest peak with a height of 3,840 meters and its range forms a natural barrier between Nagaland and Burma. 20 % of the total land area of the state is covered with wooded forest, rich in flora and fauna. The principal rivers of the state are Doyang, Dikhu, Dhansari, Milak and Zungki. The state consists of 11 Districts, Kohima, Phek, Mokokchung, Wokha, Zunheboto, Tuensang, Mon, Dimapur, Longleng, Kiphiri and Peren.

1.2.2 The People

The people of Nagaland are divided into several tribes. These tribes have again many sub-sections. Commonly known as Naga people, the local inhabitants of Nagaland are said to belong to the Indo-Mongoloid clan. The Naga tribes comprises of, Ao, Angami, Chang, Konyak, Lotha, Sumi, Chakhesang, Khiamniungan, Phom, Rengma, Sangtam, Yimchunger,

Kuki, Zeliang, Dimasa Kachari and Pochury as well as a number of sub-tribes, each having a specific geographic distribution. Nagas inhabiting the 11 districts of Nagaland are not a single homogeneous people but a composite of 16 major schedule tribes speaking about 30 dialects. They have more language diversity than any other ethnic group or states in India. In 1967, the Nagaland assembly proclaimed English as the official language of Nagaland and it is the medium for education in Nagaland. Other than English, Nagamese a Creole language form of Indo-Aryan Assamese is a widely spoken language. Every tribe has its own mother tongue but communicates with other tribes in Nagamese or English. However, English is the predominant spoken and written language in Nagaland.

1.2.3 Population and Literacy

Nagaland recorded a high population growth rate, increasing from 73.55 percent in 1961-1971 to 50.08 percent during 1981-1991, which again increased to 64.41 percent during 1991-2001. However during 2001-2011, the state witnessed a negative growth rate of -0.58 percent which was a first in the history of census in Nagaland. Nagaland contributes 0.16 percent to India's total population and ranks 25th in the total population among Indian states.

Some basic facts of Nagaland are provided in table 1. The density of population is 119 per sq km in Nagaland as a whole. In some districts it is lower because of the mountainous terrain. Sex ratio per 1000 males is 931 in Nagaland as a whole. Mon district has the lowest ratio with 898 and also the lowest literacy rate of 56.99.

Table 1: Nagaland District wise Basic Facts

District	Total Population	Sex Ratio	Density	Literacy Rate
Mon	250,260	899	140	56.99
Mokokchung	194,622	925	120	91.62
Zunheboto	140,757	976	112	85.26
Wokha	166,343	968	102	87.69
Dimapur	378,811	919	410	84.79
Phek	163,418	951	81	78.05
Tuensang	196,596	929	90	73.08
Longleng	50,484	905	89	72.17
Kiphiri	74,004	956	66	69.54
Kohima	267,988	928	213	85.23
Peren	95,219	915	55	77.95

Source: Nagaland Basic Facts 2016

Although Nagaland has considerably improved its literacy ratings with about 80 percent in 2011, gross disparity still exists between districts in terms of literacy. While Mokokchung recorded a high literacy rate with 91.62 percent followed by Wokha with 87.69 percent, Mon registered a literacy rate of 56.99 percent, an increase of only 14.77 percent over the decade.

1.2.4 Society and Culture

Living in the state harmoniously from many ancient decades, the ethnic communities of Nagaland have developed a vibrant platform of cultural dynamism. Nagas have a rich and diverse cultural tradition. Each tribe has their own distinct cultural identity. The multiplicity of tribes display unique characteristics of appearing to be both one people and many tribes, displaying both unity and diversity in their customs, traditions, attire and political systems. Nagas have a rich linguistic tradition with as many languages as there are tribes, each exclusive to itself. English has come to serve as the state official language and medium for education in Nagaland while Nagamese another widely spoken language by the tribal people of the state, a mixture of Assamese, Hindi, Sanskrit, and Naga words is the Lingua-Franca of the Naga population and act as the inter-link between these languages and helps in better communication.

Every Naga is a community minded person and many of their activities are centered on group participation. They do not hesitate to participate and give their co-operation in any traditional and cultural events. As stated by V. Nienu (2015) The Naga society is built upon loyalty, integrity, honesty, and unrestrained cooperation. These are the pillars of solidarity, essential characteristics that are expected from each and every member of the society. The Naga society is a non-class, non-caste with autonomous culture. The family is the most important institution of social education and social control, it is patriarchal in nature and the father is the undisputed head of the family. The rich tradition in arts and crafts which are unique in design and texture have a great reputation at home and abroad. The Naga arts, crafts, music and folklore depicting scenes of wars, head hunting and games of chase testified common values. The general conventions and practices, community singing and dancing, rituals and festivals are cultural similarities among the Naga tribes. Folk songs and dances are essential ingredients of the traditional Naga culture.

1.3 Development of Education in Nagaland

The mode of education prevalent in Nagaland before the intervention of Christianity was centered on the Morung. The Morung refers to the building in which the communal dormitory was housed. The Morung, or communal dormitory, was the most important and primary traditional institution of the Naga tribes within the village community. These institutions served the Naga society for centuries and incorporated in its functioning time-honored tribal values, life-centered learning and exposure to customary practices and experiences. The Morung was the informal school of the Naga child. Kirenwati notes that “If education without literacy can be perceived, the Nagas had it well derived from indigenous time-tested system to deliver the needs of those times for their survival and growth.” With the spread of Christianity along with modern system of education the importance of this age-old system of imparting knowledge diminished and lost its applications.

The beginning of modern education can be traced back to the efforts of the British rulers, But it wasn't until the Christian missionaries led by E.W. Clark, formal education was non-existence. The initial year of education in the hills was so minimal that no higher education was possible. Besides, children were integrated into the agrarian economy and school was less important. Abraham Phillip (2005). Under such circumstances the missionaries started their work.

According to senior Naga thinkers who have been part of the State's educational landscape the objective of these educational endeavors was to enable the Naga people to read and write the Bible and man the offices. State Human Development Report (2004). The people were eager to become teachers or pastors. It was during this period that two trends were unintentional set-first, the teacher elite and secondly, the schooled elite. Community participation during those days was in the form of construction of school building with local materials and sending their children to school, at times even on compulsion.

The first school in the state was established at Molungyimsen under Mokokchung district in 1874, by Rev. E. W. Clark, They started a school for boys and girls and laid the foundation of learning. Rev. C. D. king in spite of oppositions in 1878 was successful in opening the first school in Kohima. In 1885 Rev. D.E. Witter, another American missionary worked among the Lothas'. The missionaries produced the first written works in Naga languages, imparted modern knowledge and helped dispel many superstitions and taboos. Schools came into existence in most

of the villages after 1947. More schools were established and the existing primary schools were upgraded to middle and high schools. The government of Nagaland established a number of schools all over the state ensuring each village with a school.

Despite the shortcomings in school education system, the growth of literacy in Nagaland has been rapid and progressive, considering the fact that school education was introduced in Nagaland only towards the end of 19th century A.D. Comparing to advance states that had started educational programs much ahead of Nagaland, the state has taken a great stride on the path of education. Since Statehood in 1963, the government of Nagaland has taken major steps to strengthen the educational base. The establishment of educational institutions on priority basis, provision of incentives for learning like scholarships, reservation of seats in higher educational centre's, construction of hostels and development of libraries are some of the measures which the government has built into its integrated approach to promote education.

Nagaland literacy rate has progressively improved over time from 17.91 percent in 1961 to 67.11 percent in 2001. According to 2011 National census, literacy rate of the state stood at 80.11 percent, which is above the national literacy rate of 74.04 percent.

Table 2: Comparative Decadal Literacy Percentage of India and Nagaland

Year	1961	1971	1981	1991	2001	2011
India	24.02	29.48	36.23	52.21	65.38	74.04
Nagaland	17.91	27.40	42.57	61.65	67.11	80.11

Sources: Census of India 2011 Nagaland series 14

1.3.1 Development of Higher Education in Nagaland

Higher education refers to education in post-higher secondary education institutions, colleges and university. It is the topmost level of education as it is concerned with the most advanced phase of learning. The National Policy of Education (1986) states that the aim on higher education is facilitating the process of national development through its manifold tasks of generation, dissemination, utilization and expansion of knowledge. In alignment with the objectives of higher education to foster the spirit of national integration, international understanding and social responsibility, encouraging scientific temper, instilling innovative and

creative thinking among students, there is a higher expectation on the students of higher education that they be mentally mature and capable to analyze, synthesize and grasp concepts and ideas of all kinds at abstract level. Teachers in higher education are also expected to be well informed, technology savvy, and updated in their respective areas of expertise in order to transmit knowledge that is correct, practical and engaging.

Higher education is not merely at the apex of the education system, it influences all levels of education. It affects every field of human endeavor by providing manpower for production, planning, and management, scientific and technological developments. It therefore influences the future of the nation. It is also the stage of which prepares students for all other levels of education and expertise for greater variety of jobs that have to be manned in the social, economic and cultural sectors. Higher education not only trains in your chosen field, but also teaches to understand complex subjects, think analytically, and communicate ideas effectively. Higher education helps, to become more professional and gives many work- related skills. Knowledge is the true basis of higher education, its production via research, its transmission via teaching, its acquisition and use by students. Hence, excellence must remain the prime objective of any institute of higher learning.

The emergence of higher education in Nagaland can be traced back with the establishment of Fazl Ali College under Mokokchung district in the year 1959. It was set up as a private college and subsequently was taken over by the government. The college was the first of its kind in the entire Naga Hills district, and marked the beginning of a new era in the development of higher education in the state. Later on, many more colleges have been added to the list. The Kohima science college was established on 15th January 1961 and is the pioneer of science education in the state. It has since been granted an autonomous status and highly regarded as a prestigious institute of learning.

University education began in 1978 with the establishment of NEHU Nagaland campus. It was only in 1994 that a full- fledged central university was established with four campuses- Lumami(HQ); Kohima, Dimapur and Medziphema. The establishment of Nagaland University is a much-needed impetus to higher education, particularly in areas of quality enhancement, research and diversification of specialty. There has been a quantitative growth of higher education in

Nagaland. Prior to statehood, there were only two colleges in Nagaland but over the years there has been gradual increase in the number of colleges but 50% growth was marked after 1990.

1.3.2 Department of Higher Education

In line with the progress of higher education the department of higher education came into existence on 1st May 1983. The department is responsible for evolving general policy of higher education in the State. The department envisions access, expansion and qualitative improvement of higher education through colleges and universities. To streamline this mandate, the department of higher education has established one college in all the district headquarters. This initiative was taken in view of providing opportunities of higher education to the deprived sections of the society of the state. The department has further undertaken professional and vocational education by creating additional capacity in existing institutions and establishing new ones. The department is further concerned with perspective planning and policy formulation for higher education, for which co-ordination and consultation with University Grant Commission, Nagaland University and other universities in the country are required. In order to bring quality and excellence in higher education, the department is closely working with the National Assessment and Accreditation Council (NAAC) under UGC to encourage the colleges in Nagaland to undertake self assessment and to improve upon their performance.

The vision of the department is “to realize the state’s human resource potential to its fullest in the higher education sector with equity, inclusion and excellence.” The mission of the department is to provide greater opportunities of access to higher education to all eligible persons and in particular to the weaker sections of the society. To expand access by supporting existing institutions, initiate policies and program for strengthening research and innovations and to develop skills of the youth and promote quality of higher education, academic reforms and improving governance.

1.3.3 Organizational set up of Directorate of Higher Education

The department of Higher Education that oversees the functioning of colleges in the State is headed by the Minister of Higher education. At the secretariat level, the department is headed by the commissioner and secretary who are assisted by one additional secretary, one deputy secretary, two under secretaries and the support of secretariat assistants headed by a section

officer. At the directorate level, the department is headed by a director with supporting officers as listed below.

Table 3: Directorate Organizational Set up

Sl.No	Designation	No
1	Additional Director	1
2	Joint Director	1
3	Deputy Director	1
4	Special Officer(Budget)	1
5	Officer on Special Duty(Planning)	1
6	Officer on Special Duty (Establishment)	1
7	OSDs (Attached)	5
8	Senior Accounts Officer(Deputed from Treasuries &Accounts	1
9	Statistical Officer (Deputed from Economics &Statistics)	1

Source: Dept Higher Edn. Government of Nagaland. Annual Administrative report 2016-17

1.3.4 Higher Education in Nagaland

Following are list of tables indicating number of institutes of higher education in the state of Nagaland.

Table 4: Number of Universities in the State of Nagaland

Sl.No	Name of University	Type	No
1	Nagaland University	Central University	1
2	ICFAI	Private University	1
3	Global Open University	Private University	1
4	St. Josephs University	Private University	1
		Total	4

Source: Dept of Higher Edn. Government of Nagaland. Annual Administrative Report 2016-17

Table 5: District Wise Distribution of Colleges in Nagaland

Sl.No	District	No of Colleges		Total
		Government	Private	
1	Dimapur	1	24	25
2	Kohima	3	18	21
3	Mokokchung	2	4	6
4	Phek	2	Nil	2
5	Wokha	1	1	2
6	Peren	1	1	2
7	Mon	1	Nil	1
8	Longleng	1	Nil	1
9	Tuensang	1	2	3
10	Kiphire	1	Nil	1
11	Zunheboto	1	Nil	1
	Total	15	50	65

Source: Dept of Higher Edn. Government of Nagaland. Annual Administrative Report 2016-17

Table 6: Government Colleges in Nagaland, Stream and Year of Establishment

Sl.No	Name of Institution	Stream	Year of Establishment
1	Kohima College, Kohima.	Arts	1967
2	Kohima Science College, (Autonomous) Jotsoma	Science	1961
3	State College of Teacher Education, Kohima.	B.Ed, M.Ed	1975
4	Zisaji Presidency College, Kiphire	Arts	1997
5	Fazl Ali College, Mokokchung.	Arts, Science	1959
6	Dimapur Government College, Dimapur.	Arts, Commerce	1966
7	Mokokchung College of Teacher Education	B. Ed	2012

8	Yingli College, Longleng.	Arts	1992
9	Sao Chang College, Tuensang.	Arts, Science	1973
10	Phek Government College, Phek.	Arts, Science	1981
11	Pfutsero Government College, Pfutsero.	Arts	1982
12	Peren Government College, Peren	Arts	1987
13	Wangkhoa Government College, Mon.	Arts	1983
14	Zunheboto Government College, Zunheboto	Arts	1980
15	Mount Tiyi College, Wokha	Arts	1974
		Total	15

Source: Dept of Higher Edn. Government of Nagaland. Annual Administrative report. 2016-17

The table above indicates the number of government colleges in the different districts of Nagaland affiliated to Nagaland University. The government policy to provide one government college to each district came through in the sixth and seventh plans, with the government taking over six private colleges during the period. This expansion meant greater accessibility and educational coverage across the state. During 6th and 7th year plans, the government of Nagaland took over 6 private colleges namely Sao Chang College Tuensang, Zunheboto College, Mt.Tiyi College Wokha, Dimapur College, Wangkhao College and Phek College. In the later years five more colleges were taken over, namely Kohima College, Kohima, Zisaji Presidency College, Kiphire, Yingli College, Longleng, Peren Government College and Pfütsero Government College. Two colleges of teacher education namely State College of Teacher Education, Kohima and Mokokchung College of Teacher Education were set up. At present there are 15 government colleges under the department of higher education.

Table 7: District-wise Private Colleges in Nagaland, Stream and Year of Establishment

Sl.no	Name of Institution	Streams	Year of Establishment
	1. KOHIMA		
1	St. Joseph's College, Jakhama (Autonomous)	Arts, Science, Commerce, BBA	19.03.85
2	Modern College	Arts	08.09.98
3	Oriental College	Arts, Science	01.06.96
4	Mountain view Christian college	Arts	30.10.91
5	Baptist College	Arts, Commerce	23.08.82
6	Alder College	Arts	01.03.92
7	Japfu Christian College	Arts	05.07.96
8	Mount Olive College	Arts, Commerce	26.07.92
9	Kohima Law College	LLB	1978
10	Capital College of Higher Education	Arts	20.08.04
11	Sazolie College	Arts	01.07.05
12	Model Christian College	Arts, Science	10.07.07
13	Kros College	Arts, Commerce	29.04.10
14	Regional Institute of e-learning and Information Technology	BCA	2006
15	Modern Institute of Teacher Education	B. Ed	09.03.09
16	Sazolie College of Teacher Education	B. Ed	21.09.10
17	Ura College of Teacher Education	B. Ed	2014
18	Don Bosco College	Arts	2015
	2.DIMAPUR		
19	Patkai Christian College, Chumukedima. (Autonomous)	Arts, Science, Commerce, BCA/MCA, B.Music.	24.08.74
20	Immanuel College	Arts, science	22.02.94
21	S.M College	Arts	01.06.94

22	City College of Arts and Commerce	Arts, Commerce	12.05.92
23	S.D. Jain Girls College	Arts, Commerce	1993
24	Pranabananda Womens College	Arts, Commerce	27.05.91
25	Public College of Commerce	Commerce	25.05.85
26	Salesian College of Higher Education	Arts	02.07.82
27	Salt Christian College	Arts	11.10.91
28	Tetso College	Arts, Commerce	14.06.94
29	Eastern Christian College	Arts, Commerce	21.09.91
30	City Law College	LLB	1994
31	Don Bosco College of Teacher Education	B.Ed	01.02.03
32	Salt Chriatian College of Teacher Education	B.Ed	04.01.95
33	Youth Life Moulding institute of Management and technology	BBA	01.09.04
34	St. John's College	Arts, Science	15.06.06
35	Unity College	Arts, Commerce	01.04.07
36	Mount Mary College	Arts, Commerce	09.05.11
37	J.N. Aier College	Arts	28.05.11
38	C-Edge College	Arts	19.05.12
39	Yemhi Memorial College	Arts, Commerce	01.01.13
40	Unity College of Teacher Education	B.Ed	20.11.12
41	North East Institute of Social Sciences and Research	PG(Social Work)	22.05.14
42	MGM College	Arts	2017
	3. MOKOKCHUNG		
43	Jubilee Memorial College	Arts	16.06.15
44	Mokokchung Law College	LLB	02.09.81

45	Peoples College	Arts	14.09.84
46	Tuli College, Tuli	Arts	17.06.96
	4. PEREN		
47	St Xavier College. Jalukie	Arts	17.05.05
	5. WOKHA		
48	Bialey Baptist College	Arts	1996
	6. TUENSANG		
49	Loyem Memorial College	Arts	04.07.93
50	Shamator College, Shamator	Arts	2016
		Total	50

Source: Dept of Higher Edn. Government of Nagaland Annual Administrative report 2016-17

Greater demand for higher education in the state has also led to an increase in the number of private colleges. The government colleges of Nagaland alone could not fulfill the needs and aspirations of the people for higher education. Hence, the establishments of private colleges were granted by the state government who fulfills the criteria. The private sector has played a pioneering role in the field of education and continue to so. Beginning with the establishment of the first school and college in the state, it has also in recent year's contributed to diversification of educational services. At college and secondary levels, private institutions outnumber government institutions and enrich the educational infrastructure of the state. Private colleges in the State also shoulder the major responsibility of accommodating the ever increasing enrollment of students' population at higher education level. The district-wise distribution is however skewed, with most of the colleges concentrated in Dimapur the commercial hub of Nagaland and Kohima the capital of Nagaland. At present there are 15 government colleges and 50 private colleges in Nagaland. These include arts, science, commerce, law, B.Ed and BBA.

Table 8: NAAC Accreditation Status in Nagaland

Sl. No	Name of College	1st Cycle Grade and CGPA	1st Cycle date of Acre	2nd Cycle Grade CGPA	2nd Cycle Date of Acre	3rd Cycle Grade and CGPA
1	Fazl Ali College, Mokokchung	B; 2.29	30 th September 2009	B; 2.50	14 th September 2015	
2	St. Joseph's College, Jakhama	B++;(70-75 points)	2005	B;2.74	8th January 2011	A;3.12
3	SCTE, Kohima	B; 2.52	16 th September 2011			
4	Japfu Christian College, Kigwema	B; 2.63	30 th November 2011			
5	Kohima College, Kohima	B; 2.56	5 th July,2012			
6	Tetso College, Dimapur	B; 2.52	5 th January 2013			
7	Public College of Commerce	B; 2.50	21 st February 2014			
8	Unity College, Dimapur	B; 2.02	21 st February 2015			
9	Dimapur Government College	B; 2.21	15 th November 2015			
10	Modern College, Kohima	B; 2.02	15 th November 2015			
11	Alder College, Kohima	B; 2.23	February, 2016			
12	Sakus Mission College, Dimapur	B+; 2.57	15 th September 2016			
13	Immanuel College, Dimapur	B+; 2.67	15 th September 2016			

14	Mt.Olive College, Kohima	B; 2.36	5 th November 2016			
15	Pranabananda Women's College, Dimapur	B; 2.28	5 th November 2016			
16	Sazolie College, Phezhu, Jotsoma	B+2.63	23 rd November 2016			

Source: Dept of Higher Edn. Government of Nagaland Annual Administrative report 2016-17

Table 9: Autonomous Colleges

Sl. No.	Name of College	1 st Cycle Grade and CGPA	1 st Cycle Date of Accred	2 nd Cycle Grade & CGPA	2 nd Cycle Date of Accred	3 rd Cycle Grade & CGPA
1	Kohima Science College, Jotsoma	A; 3.05	30 th November 2011			
2	Patkai Christian College, Seithekema	B++; (80-85 points)	2005	A;3.06	28 th March 2010	A;3.24

Source: Dept of Higher Edn. Government of Nagaland Annual Administrative report 2016-17

To make quality the defining element of higher education, the department of higher education has been able to ensure quality, access and equity significantly through a combination of self and external quality evaluation, promotion and sustenance initiative along with the rest of the country, the department of higher education has initiated the mandatory Assessment and Accreditation of higher education institutions in conformity with the MHRD, UGC and NAAC guidelines. Out of 65 colleges in Nagaland, 16 colleges are NAAC accredited colleges and many colleges have initiated the process of accreditation to progress towards quality and excellence in higher education. By 2021, the department of higher education hopes that all the colleges in the state are accredited by NAAC.

1.3.5 Structure of Higher Education in Nagaland

The vision of the department is “to realize the state’s human resource potential to its fullest in the higher education sector with equity, inclusion and excellence.” The mission of the department is to provide greater opportunities of access to higher education to all eligible persons and in particular to the weaker sections of the society. To expand access by supporting existing institutions, initiate policies and program for strengthening research and innovations and to develop skills of the youth and promote quality of higher education, academic reforms and improving governance.

Higher education refers to all educational levels available through the colleges and universities, professional and technical colleges or institutions that are approved as institutes of higher education by the competent state authorities. Like the rest of the country, higher education in Nagaland starts at post-secondary level.

i. Bachelors Degree

It is an under graduate academic degree course, obtained after three to five years, following secondary education. In view of University Grants Commission (UGC) of India, making it mandatory for all institutions of higher learning and affiliated colleges in the country to implement semester system of education, Nagaland University introduced semester system at under graduate level in 2012. In the new semester system the three year degree course is completed within six semesters having two semesters in each academic year. The main objective of semester system is to broaden the outlook of the students and instill in them a sense of confidence and responsibility. It promotes continuous learning and assessment and enables the students to learn through active and group learning and interaction.

ii. Masters Degree

It is a post graduate academic degree course offered by the university and subject specialization course of two years duration, subsequent to the award of bachelor’s degree. It is preparation for high qualification employment or doctoral studies. The two year post-graduate course has four semesters, which has two semesters in each academic year.

iii. M.Phil

The master of philosophy (M.Phil) degree is awarded after two years study at the University following upon the award of the master's degree. The degree is awarded after the submission of a dissertation thesis in the area of specialization.

iv. Doctorate Degree

The Doctor of Philosophy (Ph.D.) takes a further three to five years of research and involves the submission of a thesis and oral examination (viva Voce) in defense of the thesis.

1.4 Conceptual Framework of the Study

The challenges and responsibilities of teachers at the higher education level are immense as they assume the burden of equipping young minds, required for the socio-economic development of the country. Education is no more about imparting bookish information but the process through which teachers prepare the young generation to internalize knowledge, skills and attitude to make them suitable for taking up the responsibilities of promoting social ideals and achieving social goals. Keeping in view the importance of a teacher in any educational system and the demand for highly efficient and result-oriented teachers, it is always desirable to select a person, who is equipped with the right attributes of an ideal and competent teacher. It is also necessary for a good academic environment that teachers who are imparting education must enjoy at least a reasonable amount of job satisfaction.

Teaching is a revered job, but equally demanding, challenging, complex and multifaceted. Teachers have to live up to the expectations of home, society, community and nation; it is unfair to expect so much from them while we ignore their well being. If we truly want the quality of our education to be at par with the rest of the world, we need to take care of our teachers who are the core of any educational system. We have to first of all create provisions of facilitating excellent working conditions, attractive incentives, job security and other aspects of work that will help in retaining the right person for the right job. Most teachers have the best intend of their students at heart so it is only fair that teachers derive job satisfaction as it is generally perceived to be directly linked to productivity as well as to personal well-being. It will further increase their enthusiasm and happiness at their work and lead to recognition, promotion and the achievement of other goals that lead to a feeling of fulfillment. Job satisfaction of teachers in the long run may also lead to

teacher effectiveness, and then only we can hope to see the quality of education getting better and education being revived.

1.4.1 Concept of Job Satisfaction

The word 'Job' refers to an undertaking or employment with a view to profit and personal gain and not only for money. 'Satisfaction' on the other hand means pleasure and fulfillment. Job satisfaction further implies enthusiasm and happiness with one's work. Hence job satisfaction is commonly used in the context of human behavior at work and as a concept describes how satisfied a person is with their job. Robert Hoppock (1935) asserts that "job satisfaction is a combination of psychological environmental circumstances that causes a person to say, I am satisfied with my job." Job satisfaction paves the way that leads to recognition and the achievement of goals that leads to a feeling of accomplishment. Many variables make a difference in the levels of job satisfaction experienced by workers, some variables are within the organization, some within the framework of the job itself, and others are inherent in each worker's character and personality.

Job satisfaction is a widely accepted psychological aspect of effective functioning in any profession. The most used definition of job satisfaction in organizational research is that of Locke (1976), who described "job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences and as achieving or facilitating the achievement of one's job." Unless a person is satisfied at their job, it is very difficult to carry on the duties effectively and efficiently. There are a number of factors like the employee's temperament, health, age, social status, and activities, political or social organizations which determine his satisfaction with the job. This influences to a great extent the quality and quantity of the output. Therefore, it is important to know, whether a person rates himself as a satisfied or dissatisfied worker. Thus, job satisfaction is a chief factor in an organization, which plays a vital role in running the organization in a steady and smooth way with great morale, discipline and harmonious acclimatization of the employees.

Job satisfaction covers all the sectors, where there is involvement of the employees and workers. It is acquiring an increasingly important role in modern society, as people spend most of their time in their workplace. It is an enjoyable emotional state of the appraisal of one's job as well as attitude towards one's job H.M.Weiss (2002). Job satisfaction is important for efficient

functioning of any organization. It is important to the employer, the worker and the community. Studies reveal that when a person is professional satisfied, the employer profits by greater output, fewer quits and many more positive results. It is based on the premise that the happiest worker is also the most productive worker.

Job satisfaction is also affected by a number of variables such as salary, promotion, age, experience, primary and secondary needs, opportunities for advancement, congenial working conditions, competent and fair supervision, degree of participation in goal setting, and perception of the employees. Job satisfaction is closely related to the gratification of needs. It is composed of effective, cognitive and behavioral elements. These elements vary in their intensity and consistency from one individual to another Rao (1968). Dictionary of education states that job satisfaction is the extent to which a person is pleased or satisfied by the content and environment of their work or is displeased or frustrated by inadequate working conditions and tedious job content. It further explains the meaning of job satisfaction as the quality, state and level of satisfaction as a result of various interests and attitudes of a person towards his job. Thus job satisfaction is the desire by which employees view their work. It expresses the degree of match between the employer's expectation of the job and the rewards that the job provides.

1.4.2 Teachers' Job Satisfaction

Job satisfaction is a complex phenomenon involving various personal, institution and social aspects. It is an important phenomenon in every sector especially so in the teaching profession as teachers have to constantly active and up to date to train young budding young minds to reach their highest potential. Job satisfaction of teachers refers to the degree to which a teacher is happy with the success in fulfilling career goals and expectations. Job satisfaction is a primary requisite for any success in the teaching learning process and one factor that will ensure best performance and productivity of teachers. As Kumari (2008) asserts if the teachers attain adequate job satisfaction they will be in position to fulfill the educational objectives and national goals. Job dissatisfaction on the other hand, occurs when an individual is not happy with his or her job at the workplace and therefore cannot be relied upon to give his maximum devotion to the job assigned.

In education, the essential quality of the teacher is to have a positive approach. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work. Job satisfaction is no doubt a driving force for a teacher to professional excellence. Teachers' job satisfaction has many important and far-reaching implications. It contributes to teachers' well-being as professionally satisfied teachers are less susceptible to stress and burnout.

The focus of education no longer is just transmission of knowledge with mediocre teachers but attracting and retaining high quality teachers is a primary necessity for education. One important step that can be considered for retention of excellent teachers understands the factors associated with teaching quality and retention and out of the many factors one such factor is job satisfaction. Education is imparted quantitatively and qualitatively by the teachers who have academic excellence and aptitude training. Besides these, job satisfaction plays a very major role in imparting, excellent education to students as it acts as a motivating factor. When a teacher has job satisfaction, it not only benefits an individual but brings tangibly positive results to the whole system of education.

A teacher who is satisfied with their job is, generally, a person with a high sense of value and is true to his calling as a dedicated teacher. Job satisfaction improves the performance as well as the effectiveness of a teacher, irrespective of the nature of work. Teachers' job satisfaction is an essential component for quality education, it determines their interest, motivation and attitude towards work, which thereby influences the professional performance of teachers and enhance the quality of education. Therefore, teachers' job satisfaction is an important component that should not be ignored if we want to achieve the goals of education. Teachers', being considered the most valuable asset of the society, there need to be a strategy that should be worked out to assure that job satisfaction is guaranteed.

1.4.3 Determinants of Job Satisfaction

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard business school, sought to find the effects of various conditions on workers' productivity. These studies showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne

effect). After doing some more in-depth analysis later it was found that the increase was not due to the reason that working conditions were made better rather it was due to the fact that employee know that they are being watched. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Hoppock (1935) who has made pioneering studies on job satisfaction mentioned the following six factors as major determinants of job satisfaction:

- i. The manner in which the individual reacts to unpleasant situation
- ii. The facility with which he adjusts himself to other person
- iii. His relative's status in the social and economic groups with which he identifies himself
- iv. The nature of work in relation to man's abilities interest and training
- v. Security
- vi. Loyalty

(qtd in Mamoni 2017,p-8)

Mohanty (1983) has classified the variables of job satisfaction into three main categories:

- i. Personal factor: Age, numbers of dependents in family, length of service, intelligence, level of aspiration, personality, fulfillment of personal needs, education etc are the personal factors.
- ii. Factors related to job: Factors related to job includes chance and initiative to establish oneself in the job, nature of job, skill of job, size and location of the organization.
- iii. Factors controlled by management: Management controlled factors are salary, security, vocational guidance, scope for promotion, working conditions, relationship with co-workers, responsibility, supervision etc. Besides these, factors like loyalty, facility for adjustment, the relative status of the worker in the social and economic group with which he identifies himself, scope for creativity and achievement, social contact and interest in the job are other determinants of job satisfaction.

(qtd in Mamoni2017,p-9)

According to Abraham A. Korhan, (qtd in Rajam M, 2017) there are two types of variables which determine the job satisfaction of an individual. They are as follows.

1. Organizational variables

- a. Occupational level: When the level of the job is higher, than satisfaction of an individual is greater because higher level jobs carry greater prestige and self control
- b. Job Content: When the job is non-repetitive in nature and interesting then the satisfaction level will be much more higher and vice versa.
- c. Considerable Leadership: People like to work under a leader who understands and who treats people with consideration. Hence, considerate leadership gives higher job satisfaction than any other leadership styles.
- d. Pay and Promotional Opportunities: When pay and promotional avenues are high people work hard to climb the hierarchical ladder. Hence, satisfaction is more.
- e. Interaction with the work group: Interaction is most satisfying when;
 - i. Other person's attitude is similar to ones own
 - ii. It results in acceptance by others.
 - iii. It facilitates the achievements of goals.

2. Personal Variables

Some people, irrespective of their organizational conditions involved feel dissatisfied with most of the jobs whereas for some people, most of the jobs will be satisfying. This difference is due to personal variables.

- a. Age: The relationship between age and job satisfaction, holding other factors like occupational level constant, there is a positive relationship between the two variables up to the pre- retirement years and then there is a sharp decline. This is because in later years people aspire for better and more prestigious jobs and if they fail satisfaction declines.
- b. Educational Level: When the education level of an individual is higher his expectations grows higher and if the rewards are not equivalent, he gets dissatisfied.
- c. Role Perception: The higher the accuracy of the role perception of an individual the greater his satisfaction.
- d. Gender: There is no consistent result as to whether women have more job satisfaction than man.
- e. Time of the job: Job satisfaction is not constant all the time. It is high at the beginning and then drops at the later stage.

- f. Intelligence: Job satisfaction depends on the level and range of intelligence and challenges of the job.
- g. Number of dependents: The more dependents one has, the less satisfaction one has with ones' job. This is because of financial stress.
- h. Skills required: skill in relation to job satisfaction has a bearing on other factors. Skill required is the first source of satisfaction to the workman.
- i. Geography: The place where a person resides has a slight bearing on whether he wants to change jobs.
- j. Size of the plant: People in small plant are more satisfied, compared to bigger organizations.
- k. Security: Security is a positive factor in job satisfaction.
- l. Fringe benefits: These benefits are considered as non-inflationary means of improving the economic conditions of the employees.
- m. Working Conditions: Working conditions is a crucial factor of job satisfaction good atmosphere, pleasing surroundings, cleanliness etc. are facilities that are used to improve the employee's job satisfaction.
- n. Employees Attitude: This is a social factor in job satisfaction. Being able to express his problems to be solved by the management gives a feeling of job satisfaction
- o. Responsibility: Responsibility is usually enmeshed with several other important determinants of job satisfaction in a way that makes it difficult to determine the relative contribution of each to job satisfaction.

(qtd in Rajam M, 2017. p-45)

Job satisfaction is still considered by a number of critics to be, a complex concept and difficult to measure objectively. There are three generally accepted dimensions to job satisfaction. Firstly, job satisfaction is an emotional response to a job. Hence, it cannot be seen but only inferred. Secondly, job satisfaction is often determined by how well outcomes meet or exceed expectations. Thirdly, job satisfaction represents a wide range of aspects relating to individual, social, cultural, organizational and environmental factors which affect the level of job satisfaction.

1.4.4 Job Satisfaction according to Herzberg's Two-Factor Theory of Motivation

This theory, also called the Motivation-Hygiene theory or the dual-factor theory was penned by Frederick Herzberg an American psychologist, in 1959. He conducted his research by

interviewing over 200 professionals. The interview delved into when the interviewees were at their most and least happy with their jobs. Based on this, he developed the theory that people's job satisfaction depends on two kinds of factors namely, "motivators" and "hygiene". According to Herzberg, hygiene factors won't encourage employees to work harder but they will cause them to become unmotivated if they are not present. In other words if hygiene issues are absent or mishandled dissatisfaction take place. Hygiene issues include, working conditions, interpersonal relations, policies and rules, supervision, salary, job security. On the other hand, motivators create satisfaction by completing individual's needs for importance and personal growth; it can encourage employees to work harder. Motivators' factors are related to achievement, recognition, the work itself, responsibility, advancement and personal growth. According to Herzberg, once the hygiene areas are taken care of, motivators will promote job satisfaction and support production.

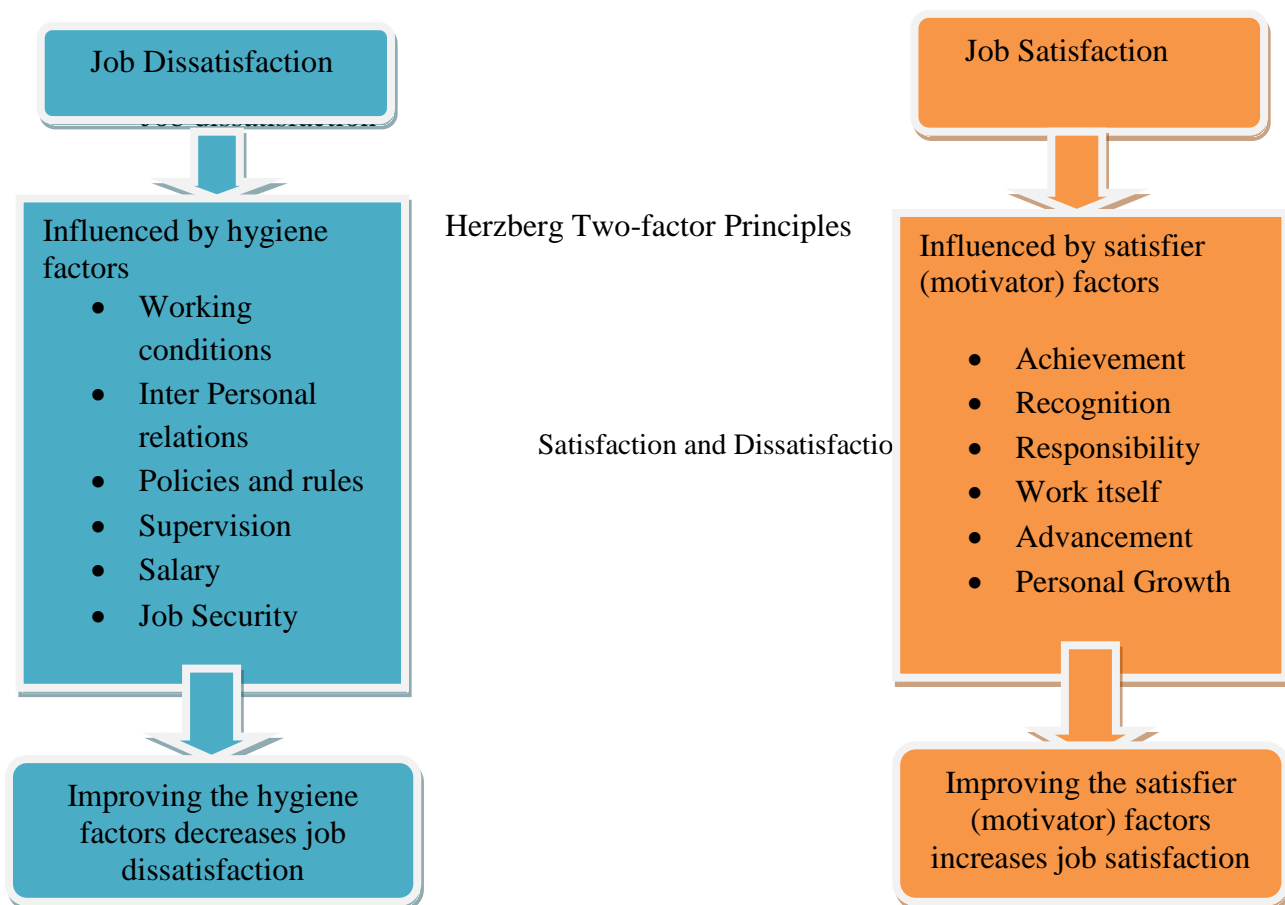


Figure 1: Herzberg two factor theory of Motivation

According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. Herzberg classified these job factors into two categories.

1. Hygiene Factors: Hygiene factors are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent or non-existent at workplace, they lead to dissatisfaction. In other words, hygiene factors are those factors which when sufficient in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfies or maintenance factors as they are required to avoid dissatisfaction. The hygiene factors symbolize the physiological needs which the individual wants and expects to be fulfilled. Hygiene factors include.

a. Physical Working Conditions: The physical environment includes components of the tangible workplace environment that comprise employee's working conditions such as clean indoor air, safe drinking water, ergonomic workstation designs, violence and aggression-free work environment, updated technologies, disability management practices, should be provided to the employees for optimum output.

b. Interpersonal Relations: A healthy, amiable, and appropriate relationship should exist between peers, superiors, and subordinates. There should be no tolerance for bullying and harassment. There should be a positive vibe among the employees in order to provide a sense of belonging.

c. Policies and Rules: The company policies and rules should not be too rigid. It should be fair and clear and should include flexible working hours, breaks, vacation, etc. They must also be equivalent to those other competitors.

d. Supervision: Supervision should be fair and appropriate. The employee should be given as much autonomy as is reasonable. An atmosphere of participation generated by the supervisors is likely to have a better effect on the workers satisfaction. The Effective supervisor knows the workers need to be recognized and complimented for their commitments and achievements.

e. Pay: The pay structure should be appropriate and fair. It must be equal and competitive with other organizations in the same domain. Apart from it, employees should be offered other benefits like health insurance plans, benefits for the family members, dependent care assistance and retirement plan contributions etc.

f. Job Security: job security is the assurance that you'll keep your job without the risk of becoming unemployed. Your job could be secured through terms of an employment contract, collective bargaining agreement or labor legislation that prevents arbitrary termination. The organization must provide job security without the risk of becoming unemployed.

2. Motivational factors: The motivational factors yield positive satisfaction. The presence of motivators causes employees to work harder. They are found within the actual job itself. These factors are also called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. Motivational factors include.

a. Achievement: A job must give an employee a sense of achievement. This will provide a good and positive feeling of having succeeded in accomplishing a difficult task but worthwhile.

b. Recognition: A job must provide an employee with praise and recognition for their accomplishments and success on completion of a given task. This recognition should come from both their superiors and their peers.

c. Responsibility: Employees should “own” their work. They should hold themselves accountable for completion of any work and not feel as though they are being micromanaged.

d. Work itself: The work itself should be meaningful, interesting, varied and provide enough of a challenge to keep employees motivated.

e. Advancement: There must be opportunities for growth and advancement in an organization to motivate the employees to perform well.

f. Personal growth: The job should give employees the opportunity for personal growth by learning new skills which can happen either on the job or through some additional training. Advancement opportunities should exist in an organization to motivate the employees to perform well.

Frederick Herzberg's studies indicated that certain job factors are consistently related to employee job satisfaction whereas others can create job dissatisfaction. According to Herzberg, motivating factors (also called satisfiers) are primarily intrinsic job elements that lead to satisfaction, such as achievement, recognition, the work itself, responsibility, advancement, and growth. What Herzberg termed hygiene factors (also called dissatisfies) are extrinsic elements of the work environment such as company policy, relationships with supervisors, working conditions, relationships with peers and subordinates, salary and benefits, and job security. These are factors that can result in job dissatisfaction if not well managed. One of the most interesting results of Herzberg's studies was the implication that the opposite of satisfaction is not dissatisfaction. Herzberg believed that proper management of hygiene factors could prevent employee dissatisfaction, but that these factors could not serve as a source of satisfaction or motivation. Thus, job satisfaction is the satisfaction derived from and pursuit directed by the process of fulfillment of the needs. It is the favorable or unfavorable view of the employees towards their job.

1.4.5 Abraham Maslow's Hierarchy of Needs

Maslow's hierarchy of needs theory was one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy consisting of: physiological needs, safety, belongingness/love, esteem, and self-actualization. Maslow's hierarchy of needs postulates that there are essential needs that need to be met first such as, physiological needs and safety, before more complex needs can be met such as, belonging and esteem.

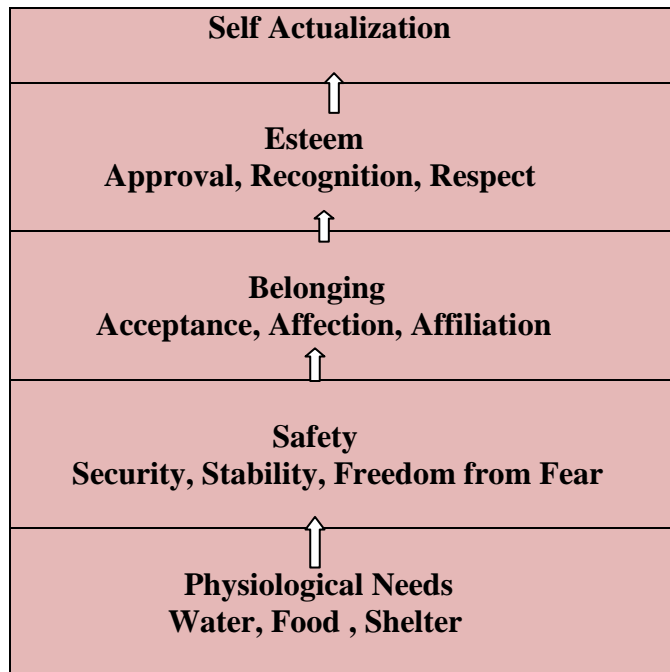


Figure 2: Maslow's Hierarchy of Needs

Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants are applicable to the work setting, and have been used to explain job satisfaction. Maslow has divided the needs into five levels with the lower-order needs to higher order needs.

Level 1: Physiological Needs- These are the basic essentials for survival. Within an organization, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs.

Level 2: Security and Safety Needs- Once the first level is met, humans crave for the next hierarchy, Safety needs can manifest itself through employees feeling physically safe at their work environment, as well as job security and having suitable company structures and policies.

Level 3: Social or Belonging Needs- Theses needs refer to the need for social acceptance and by the inner circle like the peer group. This can come in the form of positive relationships with colleagues and supervisors in the workplace, and whether or not they feel they are a part of their team.

Level 4: Esteem Needs- This indicates the need to become popular and be praised by others. Human with such needs are ready to sacrifice anything to succeed so that can create an image of worthiness and responsibility at work. The employee will seek to feel as though they are valued and appreciated by their colleagues and their organization.

Level 5: Self-Actualization Needs- It is the highest order of needs. Like aim and goal in life, individuals view it difficulty from each other. The highest level of excellence is contributing to the society and leaving behind a legacy. This final step is where the employee seeks to self-actualize; where they need to grow and develop in order to become everything they are capable of becoming. Although it could be seen as separate, the progressions from one step to the next all contribute to the process of self-actualization. Therefore, organizations looking to improve employee job satisfaction should attempt to meet the basic needs of employees before progressing to address higher-order needs.

1.5 Concept of Teacher Effectiveness

Teachers occupy a crucial place in the educational system and any improvement in the system is not possible without effective teachers. A competent, knowledgeable, well-prepared, organized, enthusiastic, approachable, caring, sympathetic and dynamic teacher is considered to be an effective teacher. Effective teacher creates a warm classroom climate, get right down to their subject matter, and use variety of instructional strategies, raise probing question and provide timely response to student's questions and feedback for student's improvement. The role of effective teacher has expanded from transmitter of knowledge to reflective practitioner, action researcher, classroom manager, curriculum developer and lifelong learner and community partner.

Teaching is a demanding job and requires apart from knowledge of the subject matter, professional competencies, academic excellence, sincerity, commitment and high level of job satisfaction, it requires a good relationship between the teacher and the taught. Teachers should be able to create an environment where unwilling students become interested in participating in all activities of learning. It also demands an efficient and result oriented instructional strategy along with systematic assessment techniques in order to facilitate maximum learning opportunities for the students. Teachers who are the backbone of education will not be able to facilitate learning

until they excel in their professional and personal attributes. It is therefore pertinent for teachers to realize their role in shaping lives and try to maximize their effectiveness in teaching.

Teacher effectiveness is made up of two familiar words ‘teacher’ and ‘effectiveness’. Teacher is a person who teaches i.e. imparts knowledge or skills to the learner. Effectiveness is the quality of being successful in producing an intended result. Teacher effectiveness is the combination of characteristics, competencies, and behaviors of teachers’ at all levels of education that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals.

Teacher effectiveness is a multifaceted concept incorporating all aspects of teachers’ background, skills and dispositions ranging from personality to knowledge to technical skills. It is used to refer to the results a teacher gets on to the amount of progress the pupils make towards some specified goal of education. It is a multidimensional aspect of teachers’ personality. Teachers’ have to be conscious of their role as model, through their conduct, action and adherence to human values. The encyclopedia of education for 21st century, vol. 35(2000) referred teacher effectiveness as the effect that the teachers’ performance has on pupils.

Teacher effectiveness also refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of their position. Teacher effectiveness include efficacy in strategies of instruction, student and classroom management, inter personal relations, evaluation and feedback etc. Only effective teachers can materialize policies and plans of education in the classroom at grassroots level. An effective teacher may also be understood as one who helps in development of basic skills, understanding, proper work habits, desirable attitudes, value judgment, and an adequate personal adjustment to the students. Effective teachers consistently achieve goals that focus on desired outcomes for their students. Medley (1982) asserts that “teacher effectiveness can only be assessed in terms of behavior and learning of students, not behavior of teachers.”

Teacher effectiveness are those teachers who have attained the needed competence in their roles of functions, such as preparation and planning for teaching, classroom management, and knowledge of subject matter, teacher characteristics and their other interpersonal relations. Also these teachers excel in their other personality characteristics. They are said to be the best teachers

Ryans (1969). It is without a doubt that the effectiveness of an educational program is largely determined by the quality of teachers as they interpret, imbibe and transmit knowledge and intellectual traditions from generation to generation. Effective teachers' are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. The social well-being, advancement and growth of pupils depend to a great extent on the enthusiasm, efficiency and professional skills of the teachers. The progress and future of education, its quality and ideals will depend upon how and by whom young persons are educated.

1.5.1 Role of the Teacher

The role of teachers' in the society and in education can change, but the importance of their position remains the same. Teachers have always been held in high esteem and continue to do so. Despite of the vast information this generation is exposed to, through the technological boom and the availability of learning tools and resources through the internet, nothing can replace the teaching that is imparted by teachers in an educational set-up. The teachers' place in the society is indispensable and will always be the pivot for transmission of intellectual traditions and technical skill from generation to generation to keep the lamp of civilization burning. Traditionally the role of the teacher has been the gatekeeper of information, but in the present set-up it extends past the responsibility of passing information to imparting higher levels of thinking. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education. The teacher has to create and stimulate in the students noble ideals, healthy tendencies and right attitudes towards life and people.

The role of college teachers' in modern educational system has become more crucial and challenging. As we witness an explosion of knowledge in every field, teachers cannot remain stagnant. With the establishment of National Assessment and Accreditation Council (NAAC) in 1994, NAAC accreditation for colleges has become an integral part of the functioning of higher education institutions in India. College teachers now-a-days are not only involved in the academic aspect of a student's life but also lead and guide them in the various activities laid down by the institution. Therefore, college teachers' have to put in extra effort to bring quality education and continue to upgrade their subject knowledge and other co-curricular skills to make learning

meaningful and relevant. The changing role of college teachers' from dumping knowledge to cover the syllabus in preparation for an exam to equipping students with life skills demands that only the best and the most competent members of our intelligentsia be allowed to qualify for this noble profession. Thus, a teacher of this era cannot remain complacent and hang on to old methods of teaching and dealing with students. Teachers have to continuously upgrade their skills and knowledge through various programs and trainings to be well equipped and effective to make teaching relevant and useful for the real world.

It is imperative that teacher's role be redefined to meet the needs and demands of today's culture. It is not justified to dispose the whole responsibility on the teachers for the best results without giving them a voice in decision making. They need to take on leadership responsibilities that actually influence the process of education. For any fruitful outcome, teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community. They have to play a crucial role in the formulation of new approaches and formulation of educational programs in order to successfully implement it in the classroom. The efficiency of an educational system depends on the efficiency of its teachers. The quality of education imparted to children depends to a large extent on the quality of teachers. It is therefore, imperative to correct our narrow mind set and give them due recognition and importance. Only then, teachers' can be an asset to the nation.

1.5.2 Dimensions of Teacher Effectiveness

To assess teacher effectiveness the following six areas/dimensions as mentioned in the teacher effectiveness tool was considered for the study viz; Academic and professional knowledge, Preparation and presentation of lesson plan and Classroom management, Attitude towards students, parents, colleagues and head of institution, Use of motivation reward and punishment and interest in all round development of students, Result, feedback and accountability and personal qualities. A brief description of these six areas/dimensions is given below.

1. Academic and Professional knowledge

This area includes the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he or she is dealing within the classroom situations. To

be an effective teacher one should have mastery over the subject matter and exhibit intellectual grasp of the subject only then delivery of course contents and ideas can be done meaningfully and effectively so that clear, stable and unambiguous meanings emerge and are retained over a longer period of time. It is well understood that when a teacher has better content knowledge it has an impact on the quality of instruction which leads to higher student achievement. A teacher, who fails to express satisfactory control over the subject matter, cannot be trusted to deliver knowledge and become a character of inefficiency. It also results in the failure of building student-teacher relationships. Unless there is a way of identifying the deficiencies a teacher can go on teaching the wrong concept for years. In such cases the quality of the teaching workforce is negatively affected. The pivotal role of the teacher is to act effectively in the classroom in transforming the students to pragmatic approaches catering to the fast changing social order and economic life pattern of individuals and families. For this, the teacher has to keep exposing themselves to new knowledge and dynamism so that they can be a step ahead of these knowledgeable learners.

2. Preparation and Presentation of Lesson Plan and Classroom Management

This area includes the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different teaching skills. It refers to classroom teaching techniques, selection of suitable teaching methods to suit individual difference, adoption of child centered approach, arranging group activities, display techniques etc as well as the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching learning process and to maintain discipline in the classroom within the framework of a democratic set-up.

Good lesson planning is essential to the process of teaching and learning. A teacher who is well prepared will have a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. It is also important to realize that the best planned lessons are worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence. The educational philosophy and the uniqueness of every institution should be the guiding force behind what takes place in the classroom. Any educational institute code of discipline which should be fair, responsible and meaningful, must be reflected in every teachers' classroom management efforts. An effective teacher is not only the master of his subject, but also the master of his classroom situations. Classroom management is concerned with

the set of teacher behavior and activities that he primarily intended to foster student's cooperation and involvement in classroom. Classroom environment has a great impact on teacher effectiveness. A good classroom environment always awaits effective and sincere teaching and vice versa, an effective teacher is able to maintain a good classroom environment which further improves his effectiveness.

3. Attitude towards Students, Parents, Colleagues and Head of Institution

It is important for teachers to follow a code of professional ethics. The responsibility of the teacher to maintain interpersonal relations is crucial. The ability of the teacher to adopt and maintain cordial relations with colleagues, pupils, their parents and other persons in the community with whom they interact as part and parcel of the profession form the basis to this area. It includes maintaining good social relationship with colleagues, active participation in social and cultural activities. An effective teacher should also have good interpersonal which are related to social, emotional and spiritual growth of students on one hand and fostering cooperation and supportive work among fellow teachers, principal, other school employees and parents. The teacher should communicate and work with his fellow teachers and parents formally and informally and develop an impartial attitude towards the students.

4. Use of Motivation Reward and Punishment and Interest in all Round Development of Students

One aspect of teaching function is that the learner must be motivated to learn. Since motivation plays an important role in teaching, it is important for teachers to become familiar with various aspects of motivation. A teacher should follow the strategies deemed suitable for promotion of group leadership, class climate, individual creativity, inter-human relations, cooperative behavior and academic excellence. It will develop a congenial atmosphere for teaching and learning. Teachers' who exhibits love and respect through his personality can motivate students more easily, recognizing individual differences and their different needs by using appropriate motivational approaches can also help even the slow learners to achieve their goals. Education is not only about academic excellence but all round development of students, so teachers should make use of every opportunity to ensure a climate where students can develop curiosity, sense of competency, creativity, conceptual learning and preference for challenge. This approach of motivating students can help students to develop their strengths and abilities for a well grounded personality.

Teacher effectiveness lies not only in the presentation of his subject matter in an effective way but to make the whole environment of the classroom conducive for learning ensuring the all round development of a child. The teachers role as a counselor or guide to the students must have knowledge of background, needs, interests, previous knowledge or entry behavior, strengths, weaknesses and ways of communication of individual student and their personal problems if possible. This can be helpful in making teaching more relevant and meaningful. He should aim at full development of pupil's personality and make them self reliant.

5. Result, Feedback and Accountability

It includes behavioral problem of the students, good study habits and work patterns, clear cut objectives, motivating students by providing new learning experiences etc. An effective teacher is also a good instructor. He directs the learning, plans interesting and meaningful learning experiences, uses a variety of instructional materials and procedures, provides for individual differences, maintains, records and reports the achievement of the students on individual basis. Teachers need a constant review of their attitudes and beliefs about learners and learning processes. They should motivate their students and show the willingness to design teaching and learning that is fit for the purposes. A good teacher is considered as a guide, consultant and resourceful person by the students. Evaluation of student's performance is an integral part of education and calls for clear understanding of the educational processes, intellectual innovativeness of a higher order, deep appreciation of student responses and intensive and continuous evaluation over the whole year. Emphasizing on progress is also an effective measure in motivating students, it teaches them to be responsible for their progress. Teachers should be prompt and sincere in assessing the works of the students so that educational goals are achieved at the end of the year.

6. Personal Qualities

It refers to dynamic and noble qualities of a teacher. A teacher should possess strong work ethics and effective work style. Apart from having a deep knowledge and passion for the subject matter a teacher should also build caring relationships with students and establish trusting relationships. A teacher should be passionate about teaching and understand the impact they have in influencing a student's life. The demands of high standards that have been set for teachers to bring change not only as an educationist but also an influence in the lives of student's calls for a well rounded personality of teachers themselves. A teacher has to face innumerable challenges

and play different roles in their organization. He not only teaches but also organizes co-curricular activities, maintains necessary records, administers time table, prepares teaching aids, be up to date with innovations, motivate students by words and deeds. Therefore, a teacher should be disciplined, confident, helpful, co-operative, resourceful at the same time be creative, imaginative and humorous which are some of the few, among the many qualities that a teacher is expected to possess.

With the high expectations and standards that have been placed on teachers, it is also important for teachers to be emotionally stable and mature to deal with the demands of the workplace. The functions of teachers are not restricted to teaching but rather have been multifarious, multidisciplinary and multidimensional in order to ensure effectiveness of teaching. Teacher effectiveness in all aspects is very essential to meet the growing demands of learning community. It is very essential that the prospective teachers be versatile and well grounded to create satisfactory environment for influencing the quality of education.

1.6 Significance of the Study

Education is paramount and acknowledged to be the originating agent to moral, cultural, political and socio-economic development of a nation. However, no learning can take place without the presence of a teacher. Teachers of higher education have immense responsibility to prepare students to live in the competitive world as a dynamic person. Teachers are those persons who regularly instruct pupils. He is the pivot around which not only teaching learning process revolves but also its impact may be seen in all areas of an individual's life as well as in national development.

A study of job satisfaction classifies and categorizes the conditions and factors that lead to job satisfaction or dissatisfaction. Besides, one could reinforce conditions that make work more satisfying and fulfilling, the same is true for teachers also. Significantly job satisfaction and teacher effectiveness are very important to the continuing growth of educational systems round the world. The social well-being, advancement, and growth of students depends to a great extent on the enthusiasm, efficiency and effectiveness of the teachers. The quality of a nation depends upon the quality of its citizens. The quality of citizens rests upon the quality of their education and the quality of their education depends upon the effectiveness, competence, dedication of a teacher. As teacher effectiveness has a significant effect upon student performance. To be effective and competent a teacher, must have job satisfaction.

Job satisfaction of teacher has long been a focus of attention for educational researchers' arguably, this is because of links between job satisfaction and organizational behavior issues such as commitment, absenteeism turnover, effectiveness and productivity. Teacher quality has been identified as the most important variable in increasing student achievement. Hence, job satisfaction of teachers' is crucial to keep them motivated and committed. The usefulness and effectiveness of the education system largely depends upon active, resourceful, competent and effective teachers.

To facilitate growth of any institution, job satisfaction of employees is of fundamental importance and more particularly for educational institution as it has to achieve its goals and objectives. Unless the teachers, who constitute the important component in the teaching learning process, are satisfied with their jobs they may not be able to effectively transform the goals into reality. The effectiveness of teaching and the success of any educational system depend upon the active involvement of the teachers. Teaching profession faces challenges because it is continuously changing and evolving. Education must meet the needs of social, political, and cultural changes and institutions and teachers are expected to adapt to these changes in order to provide academic enrichment and education to all students. The teaching profession faces challenges that continuously reconfigure knowledge, rules, skills, attitudes, and ways of professional development. Teachers are challenged with meeting the academic, social and developmental needs of students with diverse needs and backgrounds. As such, they encounter many different variables that may contribute to teacher job satisfaction or dissatisfaction. Teachers dissatisfied with their profession may not discharge their duties to the best of their capabilities, stifling the continuous learning process for the students.

It is observed that job satisfaction may influence teacher effectiveness in a favorable way. Several factors such personal and socio-demographic variables contribute to job satisfaction and professional, intellectual, and social factors contribute to teacher effectiveness. It is considered that a person who has high Job satisfaction may be more effective in teaching and a person who has less job satisfaction may be less effective in teaching. The investigator after a thorough study of the said conceptual background had extensively surveyed the literature on these two variables namely, job satisfaction and teacher effectiveness. Thus, the present study "A Study of Job Satisfaction among College Teachers of Nagaland in relation to Teacher Effectiveness" is

designed to analyze the level of job satisfaction and teacher effectiveness in relation to personal and demographic variables.

Considerable research has been carried out on job satisfaction and teacher effectiveness but very little is achieved. The search for identifying sources of job satisfaction and teacher effectiveness is continuous. The study is also important in the context of Nagaland as there has been a considerable expansion of higher education in the last few decades. There is also awareness among people to be happy at their job, because of the positive impact it has on a person's life as well as the organization. The purpose of the present study is to achieve the strongly felt need of understanding the job satisfaction and teacher effectiveness in the context of selected personal and demographic variables. Finally, the study tries to discover if any significant relation exists between job satisfaction and teacher effectiveness. This study may also provide useful information to administrators and policy makers to identify deficiencies and formulate policies and strategies for the benefit of the teachers. The present study may also contribute in achieving quality education by improving the teaching- learning process.

It is therefore in this light the present research intends to make an in-depth study of job satisfaction and teacher effectiveness among college teachers of Nagaland in relation to gender, type of institution, educational qualifications and teaching experience.

1.7 Statement of the Problem

Job satisfaction is a widely accepted psychological aspect which may influence teacher effectiveness. Although many studies have been undertaken on job satisfaction and teacher effectiveness, not much has been done at the higher education level. If a teacher is not able to cope with the highly demanding nature of the teaching profession, it could lead to dissatisfaction, which affects teacher effectiveness. In case of Nagaland, even after more than seventy years of independence, higher education sector remains stagnant. The infrastructures of many colleges are still poor and the education system of the state is yet to see quality education. The recruitment and transfer process are sometimes politically motivated leading to frustration and dissatisfaction. Payment of salary and other allowances are often delayed and shortage of teachers in many colleges causes teachers to be overburdened. Personal and demographic variables may also cause teachers not to be satisfied in their work; these and many such anomalies divert teachers from doing their prime duty. All these elements may affect the job satisfaction among teachers of

Nagaland in a negative way, which may influence their teaching effectiveness in an adverse way. Thus the need was felt for undertaking a study of this nature.

The present study is an attempt to find out the level of job satisfaction and teacher effectiveness among college teachers of Nagaland and the relationship between job satisfaction and teacher effectiveness shall also be explored. Hence, the statement of the problem is entitled **“A Study of Job Satisfaction among College Teachers of Nagaland in Relation to Teacher Effectiveness.”**

1.8 Operational Definition of the Key Terms Used

For clarity and accurate use of the concepts in the study, the key terms are briefly mentioned.

Job Satisfaction: It may be defined as the positive orientation of a person towards his work. Job satisfaction in the present study refers to job satisfaction of college teachers of Nagaland in the context of personal and demographic variables.

College Teachers: College teachers refer to teachers at the undergraduate level. College education prepares students for a bachelor's degree, also known as graduation. The basic qualification required for college teachers is master's degrees (M.A) with NET. A Doctorate degree though not compulsory can be helpful for personal and professional growth.

Teacher Effectiveness: Teacher effectiveness is used broadly, to mean the collection of characteristics, competencies, and behaviors of teachers' at all educational levels that enable students to reach desired outcomes. Teacher effectiveness in the present study is studied in the context of areas/dimensions given in the teacher effectiveness scale.

1.9 Objectives of the Study

Research objectives are an important aspect of any study, it provides direction to investigate the variables under study. Hence, the proposed study intends to achieve the following objectives.

1. To find out the job satisfaction among college teachers of Nagaland in total and in relation to gender, type of institution, educational qualifications and teaching experience.
2. To find out the teacher effectiveness among college teachers of Nagaland in total and in relation to gender, type of institution, educational qualifications and teaching experience.
3. To find out the significance of difference in the job satisfaction among college teachers of Nagaland in relation to gender, type of institution, educational qualifications and teaching experience.

4. To find out the significance of difference in the teacher effectiveness among college teachers of Nagaland in relation to gender, type of institution, educational qualifications and teaching experience.
5. To find out the correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland

1.10 Hypotheses of the Study

To achieve the above objectives of the study following hypotheses are formulated. All these hypotheses are tested by using appropriate statistical techniques.

1. There is no significant difference in the job satisfaction among male and female college teachers of Nagaland.
2. There is no significant difference in the job satisfaction among government and private college teachers of Nagaland.
3. There is no significant difference in the job satisfaction among college teachers of Nagaland based on their educational qualifications.
4. There is no significant difference in the job satisfaction among college teachers of Nagaland having various years of teaching experience.
5. There is no significant difference in the teacher effectiveness among male and female college teachers of Nagaland.
6. There is no significant difference in the teacher effectiveness among government and private college teachers of Nagaland.
7. There is no significant difference in the teacher effectiveness among college teachers of Nagaland based on their educational qualifications.
8. There is no significant difference in the teacher effectiveness among college teachers of Nagaland having various years of teaching experience.
9. There is no significant correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland.

1.11 Limitations of the Study

To make the research possible and practically achievable, the present study was limited to the college teachers of five districts of Nagaland, namely, Kohima, Wokha, Mokokchung, Peren and Mon. The purpose of the study was to find out the job satisfaction among college teachers of Nagaland in relation to teacher effectiveness.

CHAPTER - II

REVIEW OF LITERATURE

2.1 Introduction

The purpose of this chapter is to provide a comprehensive and clear picture of the related studies and to show how the present study contributes in extending the knowledge in the attempted area under study. Review of literature is one of the most important aspects of research. It is necessary for every research study as the required insight into the problem can be developed as a result of previous research. Related literature refers to the similar or related studies made by previous research workers in the same field, thereby, helps the investigator acquaint with current knowledge and detect gaps on the subject. Another important aspect covered by the review of related literature is that the investigator gets a clear-cut understanding about the research methodology. One can find out the appropriate methodology of research relating to one's problem and accordingly select the tools for the collection of data. The related literature is also immensely effective in providing an insight into the statistical methods for computing the results of the study at hand. Survey of related studies also helps avoid repetition and plagiarism of work that has already been done. Thus, review of related literature is an essential component for any investigator, which needs to be done seriously and honestly for launching the research study.

Research is an on-going process and helps the investigator to be updated in her own field of work already done by other researchers. Thus, the review of related literature is an essential aspect of any research work and forms the foundation upon which all the future work is to be built. The investigator has made similar attempts to do a comprehensive review for the present study, making the study more focused and relevant. The review of related literature in the present chapter includes a critical study and appraisal of previous works done in the area of job satisfaction and teacher effectiveness, which will help the present investigator in the interpretation of her own results. The review of related literature is presented in two segments, namely, studies conducted in India and studies conducted abroad.

2.2 Studies Conducted in India

Lavinga (1974) conducted *A Study of Job Satisfaction among School Teachers*. The objectives of which were to measure the degree of job satisfaction among teachers and also to study the impact of job satisfaction on the stability of teachers. The study found that primary teachers were more satisfied than secondary teachers, female teachers were more satisfied than male teachers, unmarried teachers were more found to have more job satisfaction than married teachers, young teachers, in the age group of twenty to twenty four years, were more satisfied in both the groups of primary and secondary teachers, academic qualification did not seem to have any relationship with job satisfaction, and job efficiency was positively related with job satisfaction.

Thakur, T (1976) conducted a study on *Who is a Good Teacher? (A study based on opinion of senior pupils)*. The main purpose of the study was to analyze the characteristics of a good teacher as perceived by pupils. The study was designed taking into consideration that there was a socio-cultural differences in the opinion of pupils so far as the traits of a teacher were concerned. The findings were: The outstanding positive traits of the teacher as viewed by the pupils were good teaching skills, kind and pleasing manner, good advice and guidance to pupils, punctuality and impartial treatment to all. Pupils were in favor of strict discipline and strict administration. Pupils also favored regular assignments and wanted teachers to correct assignments regularly. The negative traits identified were partiality, favoritism, wasting time, unmindful of duty, rude, lack of affection, ridiculing students, bad teaching, and excessive talk unrelated to subject matter and conceit.

Gupta, S.P (1980) studied on *Job Satisfaction at Three Levels of Teaching*. The objectives of the study were to measure job satisfaction of primary school teachers, secondary school teachers and college teachers. The findings of the study revealed that, need of achievement, affiliation and endurance were positively related while needs of autonomy, dominance and aggression were negatively related to the Job Satisfaction of primary school teachers. Attitude towards teaching as a career and personality maturity were positively related to the job satisfaction of primary school teachers. Marital status, age and teaching experience were not associated to the job satisfaction of primary school teachers. Attitude towards teaching as a career and personality maturity were positively

related to the job satisfaction of secondary school teachers. Marital status, age, teaching experience was not associated significantly with the job satisfaction of secondary school teachers. Attitude towards teaching as a career and personality maturity were positively related to the job satisfaction of college teachers. Unmarried college teachers were more satisfied than married college teachers. Teaching experience was not associated significantly with the job satisfaction of college teachers. Secondary school teachers and college teachers were almost equally satisfied with their job.

Ramakrishnaiah, D (1980) conducted a study on *A study of Job Satisfaction, Attitude Toward Teaching and Job Involvement of College Teachers*. The objectives of the study were to find out the relation between personal and demographic variables, attitude, job involvement and job satisfaction of college teachers. The Findings of the study were: College teachers in general were satisfied with their job. Teachers working in private colleges were more satisfied with their job than those working in government colleges. Female teachers were found to be more satisfied than male teachers. Whereas, no significant difference was found in the level of job satisfaction of junior and degree college teachers. Teachers belonging to different socio-economic strata did not differ in their job satisfaction. Teachers who had a low attitude towards teaching exhibited the least satisfaction with their job while the high attitude group had the highest job satisfaction. The level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction

Banerjee A. Pyle (1984) conducted a study on *Teachers in Higher Education-Grievances and their Redressal*. The major objectives of the study were to investigate the grievances of college and university teachers. The study was conducted on a sample of 2300 university teachers and about 6300 college teachers. The study revealed that unfair appointments and promotions, poor working conditions were the major grievances of university teachers while the college teachers ranked poor working conditions, non-payment of emoluments according to the letter of appointments was a serious grievance in case of college teachers. The seriousness of the grievances also differed with categories of teachers, lecturers, readers, professors, principals and also the experience of teachers. Teachers with teaching experience of 21-30 years ranked unfair appointments and promotions against poor working conditions felt by a majority of teachers.

Rao Prasada (1984) conducted a study on *Factors that make a Lecture Effective at the College Level*. The objective of the study was to find out the factors and dimensions that make a lecture effective in teaching arts, commerce and science subjects. The findings were: The most important factor which made a lecture effective in teaching arts, commerce and science subjects, were teachers preparation, seeing students attention, explaining subject clearly, and describing the subject-matter in detail. The personal factors involve in an effective lecture according to all the teachers and students were ability on the part of the teacher to speak clearly, using simple language, and treating all students with equal friendliness. Use of proper methodology, and creating a friendly and competitive atmosphere made a lecture effective.

Subbarayan(1985) examined the *Relationship Between Teacher Effectiveness, Research, Publication and Self-Concept*. The findings of the study showed that male and female teachers did not differ significantly in respect to teacher effectiveness. Teachers with more years of experience did not differ from less experienced teachers in general factors of teacher effectiveness, but significant difference was reported in respect of professional factors. Teachers of 45 years or above did not differ significantly from those who were below 45 years of age in case of teacher effectiveness. Professors, readers and lecturers did not differ significantly from one another in respect of teacher effectiveness.

Padmanabhaiah. S (1986) conducted a study on *Job Satisfaction and Teaching Effectiveness of Secondary School Teachers*. Results showed that teachers in general were dissatisfied with their job. Male and female teachers were not significantly different in the level of their overall job satisfaction. Rural and urban teachers were not significantly different in the level of their overall job satisfaction. He reported that the variables age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness.

Gupta (1988) conducted a study on the *Intelligence, Adjustment and Personality Needs of Effective Teachers*. The study was conducted on intermediate college teachers of Aligarh district and concluded that teacher effectiveness was found to be related to the experience of the teachers. It was found that teachers who had taught for 11-15 years were most effective, after that it began to decline. The study also found that teacher effectiveness was related to the age of teachers. Teachers in the age group of 30-39 years were found most effective after that their effectiveness declined.

Sekar and Ranganathan (1988) while studying *Job Satisfaction of Graduate Teachers in Coimbatore* found that most of the teachers were satisfied with their nature of work, personnel policies, salary, personal achievement and their relationship with superiors and colleagues. Male graduate trained teachers, more experienced and government teachers were found more satisfied than others. It was found that age and marital status, had no relationship with job satisfaction.

Saxena (1990) conducted *A study of the element which affect the job Satisfaction of Lectures working in Higher Secondary Schools of Madhya Pradesh*. With the objective to examine the elements which affect the job satisfaction of lecturers of higher secondary schools. Major finding of the study were: There was no significant difference between male and female, and between science and arts lecturers on the job satisfaction of social, individual, vocational, moral and economic elements. A significant difference existed between non-government rural and urban school lecturers having more than 10 years and less than 10 years teaching experience with regard to the above mentioned elements.

Shah Beena (1991) conducted a study on *Determinants of Teacher Effectiveness*. The objectives of which was to predict the effect of aptitude, intelligence, values, self concept, attitude and school climate on teaching effectiveness among the secondary-level teachers. The findings were: Teacher effectiveness was, significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self concept, intelligence and organizational climate. Variables like locality, type of school, level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent. Peaceful environment, quality of job, livelihood, influencing opportunity and leisure time, were assessed as the paramount determinants of teacher effectiveness.

Abraham, A. (1994) conducted a study on *Job Satisfaction and Teacher Effectiveness: A Study on College Teachers*. The study was conducted with the objective to explore the nature of relationship between levels of job satisfaction, teacher effectiveness among college teachers. The major findings revealed that those teachers who had high and medium level of job satisfaction were more effective teachers than those with low level of job satisfaction.

Das and Panda (1995) conducted a study on *Job Satisfaction of College and Higher Secondary Teachers* in relation to gender and work experience on a sample of 100 male and female teachers selected from colleges and higher secondary schools of Kamrup district of Assam. The results showed no significant difference in the degree of job satisfaction of college

and higher secondary teachers. There was no significant difference in the degree of job satisfaction among male and female college teachers.

Bhuyan, B. and Choudhary, M (2002) conducted a study on *Correlates of Job Satisfaction among College Teachers*. The objective of the study was to determine the degree of job satisfaction of teachers with respect to gender, marital status, and location as well as experience and identify the factors responsible for job satisfaction of teachers. The findings of the study revealed that teachers were happy with revised pay scale, promotional aspects but were unhappy with academic environment of the institutions and the retirement benefits. No association was found between level of job satisfaction and gender, locality, marital status and experience of the teachers. The results revealed a significant difference in job satisfaction of male and female teachers, but there was no significant difference in job satisfaction between married and unmarried, between rural and urban and experience of the teacher.

Singh (2002) conducted a comparative study of *Job Satisfaction of Teacher Educators in Relation to their Values, Attitude towards Teaching and Teacher Effectiveness*. Results of the present study shows that job satisfaction is positively correlated with social value, hedonistic value, and power value. Attitude towards teaching is positively correlated with job satisfaction. Teacher effectiveness was found to be positively and significantly correlated with job satisfaction.

Vyas (2002) studied *The Job Satisfaction of Primary School Teachers with reference to Sex, Marital Status and Educational Qualification*. The sample of the study consisted of 1770 male and 1230 female teachers. The findings of the study revealed that gender was not related to job satisfaction of primary school teachers. Married teachers were more positive towards job satisfaction than unmarried teachers. Educational qualification was not related to job satisfaction of primary school teachers.

Devi, N.V Amudha and Velayudhan, A (2003) conducted a study on *Job Satisfaction of Women Lecturers Working in Private and Government Colleges*. The sample consisted of 60 women lecturers from Coimbatore and the purpose of this study was to find out the job satisfaction of women lecturers working in private and government colleges. The findings of the study revealed no significant difference in work autonomy, occupational status or any significant difference in the work schedule of both government and private college women lecturers.

Though the work environment and other facilities were significantly better in the private colleges, the overall job satisfaction of lecturers from both type of management were the same.

Verma (2003) conducted a study on *Job Satisfaction among School Teachers*. The objective of the study was to find the job satisfaction among school teachers in relation to gender and experience. Findings of this study revealed that there was significant influence with regard to gender on job satisfaction of teachers. Female teachers were found to have more job satisfaction than male teachers and there was significant influence with regard to teaching experience on job satisfaction of teachers. Senior teachers were found to be more satisfied than junior teachers.

Digumarti Bhaskara Rao and Darla Naresh Kumar (2004) conducted a study on *School Teacher Effectiveness*. The objective of the study was to identify the teacher effectiveness of teachers of secondary schools in relation to gender, type of management and location. The findings of this study shows that secondary school teachers were possessing high teacher effectiveness and there was no significant difference between male and female, type of management and location and teacher effectiveness.

Vijayalakshmi and Mythill (2004) studied the *Influence of Personal Variables (Age, Marital 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* on 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 up to 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 found 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.

Arokiadoss (2005) conducted a study to examine teacher effectiveness of 275 college teachers from Madhurai Kamraj University in Tamil Nadu. Teacher effectiveness scale and personal information schedule were used as tools for this study. The findings of this study

revealed that 18% teachers had high level of teacher effectiveness and 15% had low level of teacher effectiveness whereas 67% were at the average or moderate level of teacher effectiveness. Women teachers were effective in advising and guiding and Possessed better skills of teaching and evaluation. Male teachers were effective motivators. Arts teachers had higher mastery in their subjects and involvement in college activities. Private college teachers showed more involvement in college activities. Autonomous college teachers were equipped with higher teaching skills and were more involved in college activities. Teachers with research degrees had mastery over their subjects, motivating skill and developed rapport with the students effectively.

Ghali (2005) investigates the *Teacher Effectiveness and Job Satisfaction of Women Teachers*. The objectives of the study was to study the relationship between teacher effectiveness and job satisfaction. To study the effect of locality on teacher effectiveness and job satisfaction. To study the effect of management on teacher effectiveness and job satisfaction. To study the effect of subject of teaching on teacher effectiveness and on job satisfaction. Findings of the study were: There was a low and positive correlation between teacher effectiveness and job satisfaction. The study also revealed that there was no significant difference between rural and urban women teachers on teacher effectiveness. No significant difference between rural and urban women teachers on job satisfaction. Whereas there was significant difference between women teachers working under different management. Significant difference was found between women teachers working under different management with respect to job satisfaction. Also the study revealed that teacher effectiveness is not related to the subject of teaching of women teachers. It also stated that job satisfaction was not related to the subject of teaching of women teachers.

Vijaya Lakshmi (2005) conducted a study on *Teacher Effectiveness and Job Satisfaction of Women Teachers*. This study was carried out with the main objective to find the relationship between teacher effectiveness and job satisfaction, besides these, the effect of locality, management and subject of teaching on teacher effectiveness and job satisfaction were also studied. The findings showed low and positive correlation between teacher effectiveness and job satisfaction. It also revealed that management of schools has significant impact on both teacher effectiveness and job satisfaction.

Roul (2007) investigated the *Teacher Effectiveness and Organizational Climate of Autonomous and Non-Autonomous College Teachers*. The sample in this study consisted of three

general autonomous colleges and three non-autonomous colleges of Orissa. Tools included teacher effectiveness scale by kumar and mutha, organizational climate description questionnaire (OCDQ) by sharma and teachers rating scale. The findings revealed that: There was significant difference between autonomous college teachers and non-autonomous college teachers on teacher effectiveness. Autonomous college teachers were found more effective than non-autonomous college teachers. Male teachers of autonomous college were found more effective than the male teachers of non-autonomous colleges. Female teachers of autonomous colleges were more effective than the female teachers of non-autonomous colleges. Autonomous college teacher were found to be more effective in organizational climate than the non-autonomous college teachers. Overall, the combined effect of type of college and organizational climate did not produce significant effect on teacher effectiveness.

Kaur Sarbjit and Kumar Dinesh (2008) conducted a study on *Comparative Study of Government and Non-Government College Teachers in Relation to Job Satisfaction and Job Stress*. The objective of the study was to discover the difference between government and non-government college teachers in relation to job satisfaction. To find out the difference between government and non-government college teachers in relation to job stress. Findings of the study revealed that government college teachers have more job satisfaction than non- government college teachers and also non- government teachers experience more stress.

Nasir and Zaki (2009) conducted a study on *Job Status, Gender and Level of Education as Determinants of Job Satisfaction of Senior Secondary School Teachers*. Using job satisfaction questionnaire administered on 100 teachers. The results revealed that the degree of job satisfaction among female teachers was found significantly more in comparison to male teachers. Postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers. Teachers holding only postgraduate degree were significantly more satisfied than the teachers holding Ph. D. degree.

Sumangala and Ushadevi (2009) investigated *Efficiency of Role Conflict, Job Satisfaction and Attitude towards Teaching* in Predicting Success in Teaching among the Secondary School Women Teachers of Kerala. The survey was carried out among 300 secondary school women teachers working in 53 government and private – aided secondary schools of ten

districts of Kerala. The study found that Role conflict had greater predictive efficiency of 26.464%. When compared to attitude towards teaching profession which had the predicative efficiency of 13.550%. Thus 40.010% of successes in teaching among the secondary school women teachers were accounted for by the variation due to role conflict and attitude towards teaching profession. Job satisfaction was not capable of predicting success in teaching.

Sharma and Tyagi (2010) conducted a study to determine the *Job satisfaction at Secondary Level of Teachers in Relation to Teacher Effectiveness of Government and Private school teachers*. The sample consisted of 100 teachers working in various schools. A standard teachers' job satisfaction scale developed by Mudgil, Muhar and Bhatia and a teacher's effectiveness scale developed by Kumar and Mutha were used for collection of primary data. The findings of the study reported that there was no significant difference in job satisfaction between government and private school teachers and no significant difference in the teacher effectiveness between government and private school teachers and no relation was found between job satisfaction and teacher effectiveness.

Sylvester (2010) conducted a study on *Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators*. A random sample of 100 teachers' educators of 15 private colleges of education in Madurai district was taken for the study. Findings of the study revealed that there was no significant difference between male and female teacher educators with regard to job satisfaction in their teaching profession. There was no significant difference between the teacher educators belonging to urban and rural areas with regard to job satisfaction and their teaching profession. There was no significant difference between teacher educators having M.Ed. and M. Phil qualifications with regard to job satisfaction in their profession. Gender did not influence the attitude towards teaching profession. Number of years of total teaching experience did not influence the attitude towards teaching profession. Number of years of total teaching experience did not influence the job satisfaction in the teaching profession. There was no significant relationship between attitude of teacher educators towards their profession and their job satisfaction.

Mishra (2011) conducted a study 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. Female teachers were more satisfied than their male counterparts.

Aggarwal Shewta (2012) conducted a *Co-Relational Study of Teacher Effectiveness and Job Satisfaction of Higher Secondary School Teachers*. Results showed insignificant relationship between teacher effectiveness and job satisfaction of government higher secondary boys, girls and co-educational school teachers. Other than this, the relationship between teacher effectiveness and job satisfaction of government aided boys' school teachers were found to be significantly positive at a level of 0.01 significance. Results of the study indicated that govt. aided girl's school teachers and total school teachers showed significant positive relationship between teacher effectiveness and job satisfaction.

Gangadhar (2012) conducted a *Comparative Study between Job Satisfaction and Effectiveness* in teaching of in-service teacher trainees on a sample of 96 teachers pursuing in-service M. Ed. Course. The findings of the study revealed that male and female teachers were satisfied in their job; female teachers were comparatively more satisfied than their male counterparts' also female teachers had more teaching effectiveness as compared to male teachers. It also found that age affects job satisfaction level and teaching effectiveness, as age progresses, job satisfaction level declined, so also teaching effectiveness level declined. The job satisfaction level and teaching effectiveness of young teachers between the age group of 25 – 35 years had a higher score. Primary, secondary and higher secondary teachers were satisfied in their jobs, where as teachers working at teacher training institutions were neither satisfied in their job nor had high teaching effectiveness.

Chamundeswari (2013) conducted a study on *Job Satisfaction and Performance of School Teachers*. The objectives of the study was to investigate if there was any significant relationship between the job satisfaction and performance of teachers in state, matriculation and central board schools at the secondary level and also investigate if there was any significant

relationship in job satisfaction and performance of teachers in state, matriculation and central board schools at the secondary level. The findings revealed that teachers in central board schools were significantly better in their performance as well as in their job satisfaction compared to their counterparts in matriculation and state board schools. In central schools, the infrastructure facilities, pay scale, working hours, teachers work load, class size, number of classes handled per day, attitude of students, awareness and mentality of the parents, socio-economic status of the parents, are all significantly better and favorable for the teachers working there, and thus the teachers in central board schools had significantly better job satisfaction and as a result their performance was also significantly better when compared to the teachers in the state and matriculation boards.

Goel Sunita (2013) conducted a study on *Effectiveness of School Teachers in Relation to their Job Satisfaction, Personality and Mental Health*. The study was conducted on a sample of 600 school teachers. Four tools have been selected by researcher for collection of data - teacher effectiveness scale by Kulsum, Dixit's, job satisfaction scale, Singh and Singh's differential personality inventory and mental health check list constructed by Kumar. The findings of the study revealed that teacher effectiveness, job satisfaction, personality dimensions and mental health was found to be positively correlated and job satisfaction and mental health was found positively correlated.

Saraswati (2013) conducted a study to measure *Job Satisfaction Level amongst Lecturers of Government and Private Colleges in Delhi*. The objectives of the study was to find out the difference between lecturers serving in government college and private colleges in Delhi in relation to general working conditions, pay and promotion potential, work relationships, use of skills, and abilities and work activities with regard to job satisfaction. Findings of the study revealed that lecturers of government colleges had more satisfaction in relation to general working conditions, pay and promotion potential and working relationships. The opportunity to use their skills and abilities was also more prevalent among government college teachers. Also lecturers of Government colleges were satisfied with their work activities.

Sharma Rashmi (2013) conducted a study on *Teachers' Job Satisfaction in Teaching Profession*. The objectives of the study was to find out the job satisfaction in the teaching profession of higher secondary Hindi and English medium school teachers of Raebareli and to compare teachers job satisfaction between higher secondary Hindi and English medium school

teachers. The findings revealed that teachers of English medium schools were comparatively more satisfied with their job. Non-government school teachers showed dissatisfaction because of job security. It may be concluded, that there were indications that teachers level of job satisfaction had a positive relation with success in teaching. The satisfaction of teachers with teaching profession was significantly correlated with teaching success.

Chowdhury (2014) conducted a study on *Effectiveness of Secondary School Teachers in Relation to their Gender, Age, Experience and Qualification*. The sample of the study comprised of 250 teachers teaching in different secondary schools in and around Tinsukia district of Assam. The study revealed that majority of the teachers both male and female had average level of effectiveness in their teaching-learning process. The study demonstrates that there was no significant difference in the effectiveness of secondary school teachers in terms of their gender, age, experience and qualification.

Kaur Kamalpreet Toor (2014) conducted a study on *Teacher Effectiveness, General Intelligence and Creativity of Secondary School Teachers*. The objectives of the study was to study the teacher effectiveness, general intelligence and creativity of secondary school teachers in relation to gender, type of school and to study the relationship between teacher effectiveness, general intelligence and creativity among secondary school teachers. Findings of the study were: There was significant difference in the teacher effectiveness of government and private secondary school teachers. The government school teachers were more effective than private school teachers. There was no significant difference in teacher effectiveness of male and female secondary school teachers. There was no significant difference in general intelligence of government and private secondary school teachers. There was significant difference in general intelligence of male and female secondary school teachers, female teachers being more generally intelligent as compared to male teachers, both in case of government and private schools. There was no significant difference in creativity of male and female secondary school teachers. There was significant difference in creativity among government and private secondary school teachers. Government secondary school teachers were found more creative than private secondary school teachers.

Kauts Amit and Chechi Vijay Kumar (2014) conducted a study on *Teacher Effectiveness in Relation to Type of Institution, Emotional Intelligence and Teaching Experience*. The study was designed to study teacher effectiveness in relation to emotional intelligence, type of institution and teaching experience of teachers working in secondary schools. The study results revealed that: Differences in teacher effectiveness of groups of teachers' based on school type i.e. government and private secondary schools, were not significant. Teachers with low emotional intelligence were less effective in teaching than teachers with high emotional intelligence. Experienced teachers were found to be more effective than less experienced teachers. Thus, it was concluded that emotional intelligence and teaching experience matters in making of a teacher to be effective.

Pachaiyappan. P and Raj, D. Ushalaya (2014) conducted a study on *Evaluating the Teacher Effectiveness of Secondary and Higher Secondary School Teachers*. The objective of the study was to find the difference in teacher effectiveness among male and female school teachers, rural and urban school teachers. To find the difference in teacher effectiveness of secondary and higher secondary school teachers. To find the difference in teacher effectiveness of school teachers with respect to arts and science streams. To find the difference in teacher effectiveness among school teachers with respect to their teaching experience and type of management. The findings of the study revealed that male and female school teachers did not differ significantly in their teacher effectiveness. Urban school teachers were more effective in their teaching compared to rural teachers. Higher secondary school teachers were more effective in their teaching compared to secondary school teachers. Science teachers were more effective in their teaching compared to arts teachers. It was found that, there was significant difference in teacher effectiveness among the school teachers with respect to teaching experience. The study reveals that there was significant difference in teacher effectiveness among the school teachers with respect to type of school management.

Rajam, M.A (2014) studied on *Job Satisfaction of Female Teachers with Special Reference to Higher Secondary Schools in Tirunelveli District*. The study conducted found that there was a significant relationship between age of the respondent and job satisfaction in the working place of the female teachers in the study area. It also found that there was significant relationship between the educational qualification of the respondents and job satisfaction. It also

concluded that there was significant relationship between the year of experience of the respondents and job satisfaction.

Runi Nakro (2014) conducted a study on *Job Satisfaction Level of Secondary Teacher Educators in Nagaland*. The main objective of the present study is to assess the job satisfaction level of teacher educators. The findings of the study is conspicuous in the sense that majority of the teachers were not satisfied with pay allowances, and the facilities of the institutions. Also, teachers from the private institutions were more dissatisfied with their pay compensation. Most of teachers were satisfied with the training opportunities, work environment, recognition and motivation they receive from the authority. The study found that many teachers did not experience much stress in the work environment but had certain difficulties in balancing their time between their job and families and friends. In general, the teacher educators showed a positive attitude towards their teaching profession

Vasi Reddy and Laxmi Rajyam (2014) conducted *A study of Job Satisfaction and Teacher Effectiveness of Kendriya Vidyalaya Teachers*. The findings of the study were: The value of 'r' between job satisfaction and teacher effectiveness is 0.464 which is significant at 0.01 levels. There was positive correlation between job satisfaction and teacher effectiveness. The study observed were, job satisfaction of the teacher would influence teacher effectiveness positively. Job satisfaction had strong relation with professional dimension of teacher effectiveness. Professional satisfaction and teacher relation dimensions had strong impact on teacher effectiveness. The above results indicate that there was strong positive relationship between job satisfaction and teacher effectiveness. The same trend was observed between all the dimensions of job satisfaction and teacher effectiveness.

Surjit Bordhan (2015) conducted a study on *Job Satisfaction of Teacher Educators in Relation to Sex, Qualification, Experience and age at Secondary Level in Kamrup and Nagaon districts of Assam*. Objectives of the study was to study the level of satisfaction of teacher educators at secondary level and also to compare job satisfaction of teacher educators in relation to sex, qualification, experience and age. The findings of the study revealed that female teacher educators had more job satisfaction compared to their male counterparts. Teacher educators who were more qualified, were more satisfied in their job and those with less teaching experience and younger in age were also more satisfied in their job.

Sushil Kumar Tomar (2015) conducted *A Study of Teachers' Effectiveness and Job Satisfaction in Secondary Schools*. The objective was to study the teachers' effectiveness and job satisfaction of Secondary school teachers. To find the difference between teacher effectiveness and job satisfaction of male and female secondary school teachers. To find the difference between job-satisfaction of male and female secondary school teachers. To study the relationship between teacher effectiveness and job-satisfaction of secondary school teacher. The findings of the study revealed that there was no significant difference between teacher effectiveness of male and female teachers. Thus, it can be inferred that effectiveness cannot be predicted on the basis of gender difference. The result also indicates that there is no significant difference between job-satisfaction of male and female teachers. Thus gender was redundant factor for the difference in effectiveness of the secondary school teachers. Teacher effectiveness was found to be positively and significantly related to the job-satisfaction of male of teachers which means that male teachers exhibited better effectiveness on their jobs. Teacher effectiveness was not significantly related to the job-satisfaction of female secondary school teachers. Thus, it can be inferred that teacher effectiveness does not affect the job satisfaction of female secondary school teachers. It was found that teachers having high level of teacher effectiveness possessed high level of job-satisfaction. Thus, teacher effectiveness affects the job-satisfaction of secondary school teachers.

Beri Nimisha (2016) conducted a study on *Job Satisfaction and Teaching Effectiveness of BTC and Special BTC Teachers in Uttar Pradesh*. The objectives of the study were: To study the level of job satisfaction in BTC and special BTC teachers of UP. To analyze teaching effectiveness of BTC and special BTC teachers of UP. To find out relationship between job satisfaction and teaching effectiveness of BTC and special BTC teachers of UP. The findings revealed that the percentage of highly satisfied teachers was 58% whereas 32% of BTC teachers had average job satisfaction. This result reveals that majority of the teachers were satisfied with their job. The percentages of the teachers possessing average level of teaching effectiveness were 54% and 46% possessed high teaching effectiveness. It was also found that there was no significant difference in the job satisfaction of BTC and special BTC teachers. There was no significant difference in teaching effectiveness of BTC and Special BTC Teachers. There was no significant difference in the job satisfaction among male and female teachers. There is no

significant difference in the teaching effectiveness among male and female teachers. Also it was found that teaching effectiveness has no effect on job satisfaction of teachers.

Umasankar Dash and Pranab Barman (2016) conducted a study on *Teaching Effectiveness of Secondary School Teachers in the District of Purba Medinipur, West Bengal*. The objectives of the study was to find out the overall level of teaching effectiveness and the difference in relation to gender, stream, location, trained and untrained, qualification, and teaching experience of secondary school teachers. The study found that there exists a good level of teaching effectiveness among teachers working in various secondary schools in the district of Purba Medinipur, The study found no significant influence on teaching effectiveness with regard to gender. There was no significant difference between arts and science school teachers regarding their teaching effectiveness at secondary level. Locality of school had a significant influence on teaching. The study also found no significant difference between trained and untrained school teachers regarding their teaching effectiveness at Secondary level. There was no significant difference between high and low qualified school teachers regarding their teaching effectiveness at secondary level. The study also found no significant difference among the school teachers regarding their level of teaching effectiveness on the basis of their teaching experience.

Arambam Bebina Devi and Ch. Beda Devi (2017) conducted a study on *Job Satisfaction among Women Teachers in Higher Education in Manipur*. The objective of the study was to investigate the job satisfaction of government colleges and Manipur university women teachers in Manipur with respect to age, qualification and working hours. The study found out that the highest number of women teachers working in the government colleges and Manipur University was in the age group of 46-55 years and 54.4 percent had the qualification of MA/M.Sc. with Ph.D. Manipur University teachers were more satisfied with their nature of work, infrastructures, facilities provided in the campus than government college teachers. Government college teachers were over burdened due to shortage of faculty members in all the colleges in Manipur.

Raj Lakshmi Bhat (2017) while conducting a *Study of Teaching Effectiveness of Prospective Teachers in Relation to Stream and Gender* found that there was no significant effect of gender on teaching effectiveness of the pupil-teachers. A significant difference between classroom management was found in pupil teachers. There was significant difference on the dimension of knowledge of subject of pupil teachers. A significant difference between teacher characteristic was found in pupil teachers. There was insignificant difference between interpersonal relations of pupil teachers. It was found that effect of stream on teaching effectiveness of pupil-teacher was significant. Interaction effect of gender, and stream on teaching effectiveness of pupil teacher was not significant.

Ramkrishna (2017) conducted a study on *Teacher Effectiveness in Relation to Self Esteem, Job Satisfaction and Digital Competence*. The findings of the study revealed that: Teacher effectiveness of female teachers was found to be significantly higher as compared to the male teachers. Teacher effectiveness of urban school teachers was found significantly higher than their rural counterparts. Teacher effectiveness of teachers having high self esteem was found to be significantly higher than those having low self esteem. Teachers having higher levels of job satisfaction were found to be more effective than those having low levels of job satisfaction. Teachers having higher levels of digital competence were found to be more effective than those having low levels of digital competence. Teacher effectiveness, self esteem, job satisfaction and digital competence were found to be positively correlated. Self esteem and job satisfaction were found to be positively correlated. Digital competence and self esteem were found to be positively correlated.

Halder Ujjwal and Roy Radha (2018) conducted a study on *Job Satisfaction and Teacher Effectiveness of Secondary School Teachers*. The study was made to investigate the relationship between job satisfaction and teacher effectiveness of secondary school teachers in West Bengal. After analyzing the data, it was found that there was positive co-relation (.500) between job satisfaction and teacher effectiveness. The findings of the study revealed that for total sample, there was a positive correlation between job satisfaction and teacher effectiveness and their dimensions. For total sample, gender wise subsamples with some exceptions, interpreted that there was positive correlations between job satisfaction and teacher effectiveness and their dimensions. For total sample, locality wise sub-samples with some exceptions,

interpreted that there was positive correlations between job satisfaction and teacher effectiveness and their dimensions. For total sample, marital status wise sub-samples with some exceptions, interpreted that there was positive correlations between job satisfaction and teacher effectiveness and their dimensions. For total sample, teaching experience wise sub-samples with some exceptions, interpreted that there was positive correlations between job satisfaction and teacher effectiveness and their dimensions. For total sample, designation wise subsamples with some exceptions, interpreted that there was positive correlations between job satisfaction and teacher effectiveness and their dimensions.

Mathews, Soumya and Nair, Raji (2018) conducted a study on *Teacher Effectiveness of Prospective Teachers in Relation Gender and Locale*. The present study was explored to find out the teacher effectiveness of prospective teachers and to compare the significant difference in teacher effectiveness of prospective teachers based on gender and locale. Survey method was used. The sample consists of 375 B.Ed. students from Kottayam district, Kerala. Data was analyzed by t-test. Results found that prospective teachers had average level of teacher effectiveness. Findings also indicated that, there was significant difference in teacher effectiveness of prospective teachers in terms of gender and there was no significant difference in teacher effectiveness of prospective teachers with regard to locale.

2.3 Studies Conducted Abroad

G.B. Probe (1971) conducted a study on *An investigation of the Relationship between Teacher, Job Satisfaction and selected Personal Characteristic*. The core objective of the study was to find out the relationship between job satisfactions of the teachers with the selected personal experiences. From the studies it was found that there was significant relationship between job satisfaction and sex, age, education, teaching level, infrastructure facilities and some other demographic variables

Dodds, L.K. (1980) conducted a study on *Relationship between Teacher Perception of Job Satisfaction and Specific Factors of Teachers Effectiveness as Perceived by the Principal and the Teacher* revealed a strong relationship between job satisfaction level and factor of ability to motivate students which was the predictor of teacher effectiveness.

Wangoo (1984) conducted a study on *Teacher Personality Correlation and Scholastic Competence as Related to Teacher Effectiveness*. Findings of the study concluded that: Intelligence and effective teaching were positively correlated. Humble teachers were more effective than teachers with assertive character. Tough minded teachers have positive and significant co-relation with effective teaching than tender minded teachers. Teachers who possessed an experimental outlook were more successful than teachers with conservative outlook. Teachers with group dependent attitude possessed positive and significant co-relation with effective teaching than self-sufficient and relaxed teachers.

Pruser (1986) investigated the relationship between *Classification of Teacher Effectiveness* determined by student achievement and a set of teacher variables which include years of teaching experience on a sample of 87 high school teachers and found that there was no significant relationship between the collective set of selected teacher's variables and teacher effectiveness.

Egins (1987) conducted the study to investigate *Teacher's Perceptions of the Impact of the District of Columbia Teacher Center upon Teacher Effectiveness and Classroom Performance of 250 Teachers*. The findings revealed that years of experiences in teaching, age and gender did not have significant impact on instructional effectiveness of participating teachers.

Fay Rodgers-Jenkinson and David Chapman (1990) conducted a study on *Job Satisfaction of Jamaican Elementary School Teachers*. The study investigated correlates of job satisfaction. The sample consisted of 190 public and 100 private Jamaican Elementary school teachers. The result indicated that the quality of working conditions and respondents' relationship with other teachers was significantly related to job satisfaction for both public and private school teachers. School prestige and parental encouragement were also significant predictors of job satisfaction for public school teachers, leadership lifestyles, organizational structure and teacher-parent relationship for job satisfaction for private schools.

Federiuk, C.S. et al. (1993) conducted a study on *Job Satisfaction of Paramedics: The effects of gender and type of agency of employment*. The population of the study was private and public agency paramedics with a sample size of 194 from Oregon. The result indicated that type of agency and gender affect job satisfaction. Male public paramedics are most satisfied, and female private agency paramedics are least satisfied with their jobs. Analysis of the attitudes toward paramedic job performance scale suggested that male paramedics are more likely to believe that female paramedics are not as capable of performing certain job functions. However, age and length of time on job were not significant determinants of job satisfaction in the analysis of covariance.

Mortimore (1993) in his study "*School Effectiveness and Management of Effective Learning and Teaching*" found that the effective teaching skills are as follows. Modern teachers also need organizing skills to sort out materials and sources of information; analysis skills to enable them to break down complex bodies of knowledge into coherent components; synthesis skills so that ideas can be built into arguments, propositions and theories; presentational skills so as to clarify complex information without harming its integrity; assessment skills so that the work of pupils can be judged and appropriate feedback given; management skills so that dynamics of individual learners, groups and classes can be effectively coordinated, and finally, teachers need evaluative skills so that teaching, itself, can be continually improved.

Anyalewchi, Patrick Okechukwu (1994) made *A comparative Study of Teachers and Principals' Perception of Characteristics of Effective Teachers and Factors that are Influential in Teacher Effectiveness* on a sample of 30 secondary school teachers and 7 principals. There were 13 broad categories under which the items were classified i.e.

instructional methods, managerial skills, educational background, planning, resources administrative support, teaching experience, class size, salary benefits, staff development, school environment, characteristics/traits of the teacher, understanding students. The findings revealed that there was an agreement in 7 of the 13 categories identified as either characteristics/traits of effective teacher or factors influence the teaching effectiveness. These are the characteristics of the teacher, influential understanding student, managerial skills, planning, educational background, administrative support and instructional method.

Athanasek K. Rutubuka (1996) conducted *A study of Job Satisfaction among Seventh Day Adventist Schools*. The population of the study included 261 elementary and secondary teachers in 116 schools. The following conclusions were drawn: Teachers working in seventh day Adventist schools were generally satisfied with their work. Commitment to the teaching profession was found highly related to job satisfaction among male teachers whereas commitment to the church organization was highly related to job satisfaction among female teachers. Personal significance was more highly related to job satisfaction than any other work condition especially among female teachers. Male teachers considered adult social interaction more important for their job satisfaction. The study also found that, Heads are staff centered in their approach to work and encourage staff development program to promote good relationship with their lecturers. The study also concluded that majority of the heads commonly use democratic technique or style in solving problem and consult academic staff in decision making process. Encouragement for creativity and innovation, appreciation on genuine effort, award with impressive titles and acknowledgement on achievement enhances the performance of university lecturers. Provision of regular payment of salary and other remuneration by the head promote the performance of lecturers. Good relationship and co-operation with the head including participation in decision making about academic matters enhances lecturer's performance. Above all, the study found out that provision of adequate chances for professional growth, research advancement and institutional or instructional facilities enhances lecturer's performance.

Hardman (1996) investigated on *Job Satisfaction of Female Public School Administrators in West Virginia*. A total population of 324 was mailed survey packet containing a cover letter a demographic sheet and two questionnaires. The analysis revealed no statistical

significant relationship with regard to age, years of educational experience, years of administrative experience, educational level, ethnicity, marital status, position or personality and job satisfaction. Administrators who served the fewest years in their current position expressed a higher degree of extrinsic job satisfaction than those who served longer. Findings of this study also implied the higher the amount of support received by the administrator the greater the degree of job satisfaction she experienced. This study also revealed a potentially important connection between job satisfaction and the personal and professional relationship of the female administrators.

William L. Sanders and June C. Rivers (1996) conducted a study on *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. Summary of Findings: Differences in student achievement of 50 percentile points were observed as a result of teacher sequence after only three years. The effects of teachers on student achievement are both additive and cumulative with little evidence of compensatory effects. As teacher effectiveness increases, lower achieving - students are the first to benefit. The top quintile of teachers facilitates appropriate to excellent gains for students of all achievement levels. Students of different ethnicities respond equivalently within the same quintile of teacher effectiveness.

Barnett, Timothy Lewis (1997) conducted a study on the *Influence of Organizational Culture, work Environment, and personal Work life on Job Satisfaction and Career Commitment of Student affairs Middle Managers*. The objectives of the study was to find out if the measures of organizational culture, work environment, or personal work life predictors of job satisfaction and career commitment and whether age and ethnicity influence job satisfaction and career commitment. The research findings indicated that while age did predict job satisfaction, it did not predict career commitment. Gender did not influence either job satisfaction or career commitment, while ethnicity predicted job satisfaction but not career commitment. The analysis also concluded that demographic work variables of “years at the current institution” and “who the respondents reports to” influenced job satisfaction while “years in student affairs” predicted career commitment. Finally, there was a positive correlation between job satisfaction and career commitment.

Graham and Messner (1998) made a *Comparative Studies on Job Satisfaction among School Principals* reveal some interesting specific findings. They found that principals were

generally less satisfied with their pay, opportunities for advancement and fringe benefits and more satisfied with their co-workers, current job and level of responsibility. Their study investigated the relationships of factors such as gender, size of school enrolment and experience to principals' job satisfaction in American Midwestern elementary, middle and senior high schools. They further reported that principals of schools with small enrolments were less satisfied with their supervisors than principals in mid-size and larger schools. In terms of gender, they found that male principals were more satisfied with their pay than female principals. In terms of colleagues, the study revealed that principals in middle, junior and senior high schools were less satisfied with their colleagues than principals in elementary schools. Finally, they reported that less experienced principals were the least satisfied with their opportunities for advancement, promotion, pay, opportunity for advancement and fringe benefits, compared to the more experienced ones.

Soler, Carole Hannah (1999) researched on *the Relationship of Organizational Structure and Job Characteristics to Teachers Job Satisfaction and Commitment*. This study investigated the relationship of organizational structure, job characteristics, and collegial ties with job satisfaction and commitment. The central thesis of this study suggests that when there is less structure in a school (lower centralization and formalization) and greater teacher participation (PDM) and increased motivation from the work itself (high MPS) there will be greater job satisfaction and commitment to the organization. It was also hypothesized that greater collegial ties among teachers would make a positive contribution to the dependent variables. The results indicated a significant, positive relationship between job characteristics and both dependent variables, job satisfaction and commitment. Structure was found to make a significant, negative contribution to, both dependent variables. Collegiality was not found to contribute to either outcome. Although this group of teachers was found to be highly motivated (high MPS) the regression statistics indicated that motivation may be mediated by too much structure in a school, which reduces shared decision making, autonomy, and also affects the work itself, particularly skill variety. These findings support the need for teachers' autonomy as they utilize their talents and skills and exercise their own discretion at work.

Kathleen (2000) Investigated on *A qualitative Study of Teacher Behaviors: Focus on Select "Teacher of the Year" honorees and finalists in Illinois*. This qualitative study describes the classroom teaching behaviors and teacher/student relationships of 17 teachers recognized as

finalist or honorees in the Illinois teacher of the year (ITOE) program between the years of 1991-1997. Analysis of the self reports of the participants, all of whom have been teaching for more than 13 years. Indicates they have a passion for teaching. Their stories suggest that all of the (ITOE) finalists are pedagogical nurturers. Their availability to students both inside and outside of the classroom is extremely important to most of these outstanding teachers. Most teachers cited caring and respect as major components of the positive interpersonal dynamics of their classrooms. Analysis of their stories suggest that the majority of the participants routinely engage in many varied extracurricular activities that have a professional, academic or social focus. Additionally many teachers use humor to engage student comfort and participation in the classroom.

Oshagbemi (2000) administered a study to investigate the effects of gender on the job satisfaction of UK teachers. His study was based on a questionnaire that included several demographic questions such as gender, rank and age etc. This test was performed on 1,102 university teachers. Out of these, a total of 554 responses were received and analyzed. The analysis results proved that gender was not a significant factor affecting the job satisfaction of university teachers directly. Overall, female academics at higher ranks namely, senior lecturers, readers and professors, were found to be satisfied with their jobs as compared to male academics of comparable ranks.

Abler (2002) examined the possible *Relationship of Teacher Organizational Commitment and Teacher Efficacy to School Academic Standing and Teacher Experience*. The sample comprised of 30 public school teachers who taught in high schools of the large district association (LUDA) in Illinois. Data analysis indicated that teachers' organizational commitment components of a positive sense of belonging and commitment to collaboration demonstrated importance in their number and strength of relationships to teacher efficacy, indicators of academic standing, and teaching experience. Results suggest that administrators and policy makers may nurture and retain effective teachers who are committed to the school by fostering a friendly climate and a collaborative environment.

Fussel, Helen Higginson, Ed.d (2002) investigated the *Relationship between Teachers' Demographic and their Perceptions of Job Satisfaction*. This study investigated the perceptions of job satisfaction among teachers to determine if differences existed based upon certain personal

and educational descriptors. The relationships between job satisfaction and the factors of teachers' experience, number of years with the principal, gender, highest degree attained, and grade level taught were analyzed. Additionally, this research determined which identifiable areas of the teaching profession, as measured by the nine subscales of the national association of secondary school principals (NASSP) teacher satisfaction survey had the greatest impact on teachers. 304 certified full time teachers in grades kindergarten through twelve were surveyed. Eleven different public schools in two different school districts were represented. The most important components that contributed to job satisfaction based on the nine subscales of the NASSP teacher satisfaction survey were: Parental and community involvement, opportunities for advancement, administration, compensation, student responsibility and discipline, and communication. Male teachers were more dissatisfied than female teachers with parental involvement and community support. Teachers with advanced degrees were more dissatisfied with opportunities for advancement than teachers with bachelor degrees. High school teachers were the least satisfied group with regard to administrative support, encouragement, and recognition. All the teachers in the study were dissatisfied with compensation. Junior high and high school teachers were more dissatisfied with student discipline and responsibility than kindergarten through sixth, special education, and other teachers. High school teachers were the least satisfied with communication from the administration and central office.

Katharing (2002) conducted a study on *Teacher's Job Satisfaction, Student Achievement and the cost of Primary Education in Francophone in Sub Saharan Africa*. The finding revealed that there was a positive impact of teacher job satisfaction on education quality and that therefore, education quality could be influenced by influencing teacher job satisfaction.

Lee, Ann McKeighan (2002) A study entitled "*Job Satisfaction of 6th- 12th Grade Teachers in Florida's Charter School*" This study addressed job satisfaction of 6th-12th grade teachers in Florida's charter schools in comparison with that of regular schools. The study was based on two main questions such as, 1. How do dimensions of job satisfaction of 6th-12th grade teachers' in Florida's charter schools differ from job satisfaction of 6th-12th grade teachers in a previously surveyed Florida middle-sized public school district as measured by the job satisfaction Survey? 2. Does job satisfaction/ dissatisfaction of charter school 6th-12th grade teachers differ due to demographics: age, gender, years of previous teaching, and professional/

temporary/ lack of certification? These were the findings: The study revealed that a significant difference exists between job satisfaction dimensions of 6th-12th grade teachers in Florida's job satisfaction dimensions in 6th-12th-grade teachers in a previously surveyed Florida middle-sized public school district as

measured by job satisfaction survey for pay, promotion, contingent rewards, fringe benefits, operating conditions, and communication. However, the dimensions of supervision, co-workers, and nature of work were not significant. The study also revealed that charter school teachers were significantly satisfied with their job by age or level of certification; therefore significant differences occurred for gender and previous teaching experience.

Cooper, Lincoln Bruce (2003) conducted a study on *Effective Teaching Practices of African-American students: A Case Study of Observable Behavioral Indicators*. This study selected four elementary school teachers deemed effective to teach in educating African American students as evidenced in a variety of quantitative criteria. A case study research methodology including videotapes of the teachers' classrooms was utilized to identify and explore these teachers' pedagogical practices. Particular attention was paid to learning atmosphere, classroom management, clarity, instructional variety, student engagement, and culturally relevant pedagogy. Findings revealed that African, American students responded appropriately to an authoritative style of teaching. Clearly defined and established routines helped students to stay on task. An animated style of expression to deliver instruction helped students maintain a level of engagement. Students also responded favorably when their teacher demonstrated an ability to provide a mixture of whole group and small group instruction.

Lanbull (2005) explored *Relationship between Job Satisfaction and Organizational Commitment* amongst high school teachers in disadvantaged areas in the Western Cape on a sample comprising of teachers from 16 high schools. The study concluded that the overall job satisfaction of the teachers was relatively low; and that there were significant relationship between pay and job satisfaction, advancement and job satisfaction, co-workers and job satisfaction and between supervision and job satisfaction. There was no significant relationship between the nature of the job and job satisfaction. The results indicated that the strongest relationship existed between gender and job satisfaction. There was also a significant relationship between the age of respondents and job satisfaction.

Scott and Taylor (2005) conducted a study on *The Relationships between Selected Demographic Factors and the Level of Job Satisfaction of Extension Agents*. It studied to determine what demographic factors were related to the level of job satisfaction of extension agents. Low relationships were observed between gender and the job satisfaction constructs of growth satisfaction, satisfaction with job security, and satisfaction with pay. Females rated all three of these constructs higher than males, indicating a higher level of satisfaction with personal learning and growth opportunities at work, job security, and compensation. Age was not related to any of the job satisfaction constructs. Race had low relationships with the job satisfaction constructs of general satisfaction and satisfaction with supervision. Marital status and education were also not related to any of the job satisfaction constructs.

Shamina Tasnim (2006) conducted a study on *Job Satisfaction among Female Teachers: A Study on Primary School in Bangladesh*. The finding revealed that both male and female teachers (100%) were highly dissatisfied with poor salary structure and does not motivate them to be dedicated to this profession. Most female teachers choose this profession willingly which contributed to their job satisfaction and sincerity. Whereas, it was not so for the male teachers. It was found that job security was a contributing factor for job satisfaction for both the gender. The recruitment process which is plagued by nepotism and bribery and other such policies for promotion, transfer and training were factors for which cause dissatisfaction. Both gender remarked that head teachers' role is an important factor in context of job satisfaction. Those posted at urban schools were found to be more responsible and sincere than those in the rural areas.

Chen Weiqi (2007) surveyed a study entitled, *The Structure of Secondary School Teachers' job Satisfaction and its Relationship with Attrition and Work Enthusiasm*. These were the findings: In this survey it was found that the structure of secondary school teachers' job satisfaction was made up of ten components and was consistent, with the model put forward by Locke et al. (1976). It was also revealed that, Secondary school teachers' were dissatisfied with their job as a whole and with dimensions; such as the educational system, student quality, leadership and administration, work achievements, working conditions, salaries and welfare, and work stress. The findings of the study further concluded that, teachers' overall job satisfaction with the educational system, income and welfare, leadership and administration, status and work

environment and conditions were closely related to involvement and retention. The external rewards and commendations were also found to stimulate work conditions.

Dorji (2007) carried out a study on *Job satisfaction of Primary Teachers under Samtse District of Bhutan* to find out the significant differences on the level of job satisfaction by the socio-demographic factors and organizational factors. The populations of the study were the primary school teachers in the Samtse district of Bhutan with a sample size of 136 teachers. The result indicated that the overall job satisfaction was at the satisfied level. Both the motivation and hygiene aspects were at the satisfied level with very little difference in the mean scores. However, when the two aspects were compared the hygiene aspect was slightly higher than the motivation aspects. With regard to the significant difference on the level of job satisfaction by its socio-demographic factors and organizational factors, age, educational level, experience in teaching, position and their commitment were found to be statistically significant, while gender, marital status, size of the school and teaching load were not statistically significant.

Newa (2007) conducted a study on *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.

The findings of the study were: Teacher effectiveness was found to be positively related with job satisfaction, media utilization and attitude towards use of information and communication technology. Effective teachers exhibited better work satisfaction and attitude towards use of information and communication technology. More effective and less effective teachers of science, math, language, social sciences of secondary schools exhibited comparable job satisfaction, media utilization and attitude towards information and communication technology. Private college faculty members clearly show less job satisfaction regarding the campus facilities. Another area of dissatisfaction is monotony of job as there was lack of opportunity to teach different subjects. Also, both groups showed general dissatisfaction about not having performance feedback in the organization. Finally, relationship with age group has been emerging as an important factor for the respondents. However the private college faculty members are more positive than the public college faculty members in this connection. In spite of many other dissatisfaction factors of different degree, respondents showed extremely positive

attitude and a sense of pride towards their job. It truly reflects the confidence of faculty members who still think this job is a decent occupation.

Cheung, Hoi Yan (2008) conducted a study entitled *A Comparative Study of Hong Kong and Shanghai Primary In-Service Teachers on their Teacher Effectiveness*. The study was conducted on a sample of 725 Hong Kong and 575 Shanghai primary in-service teachers. The study was aimed at comparing their effectiveness based on class room teaching techniques, relationship with students and their parents, communication skills, classroom management efficacies, and knowledge in information and communication technology. The teachers from Shanghai proved to be more effective in factors such as relationship with students and parents and possessing good communication skills.

Rehman, M.I (2008) conducted a study on *Job Satisfaction among Public and Private College Teachers of Dhaka City: A Comparative Analysis*. It has been found that teachers are very insightful on payment. It was found that in Bangladesh, there is a clear distinction in the salary structure between public and private colleges, both the authorities should modify the salary structure and include teachers in salary reforms. At the same time, teachers are dissatisfied on opportunity of research work and fair promotion procedures in public and private colleges. It is fact that there are similar rules and policies for promotion in all the public colleges. But the problem with private colleges is somewhat different as most of them have no ordered rules and policies for promotion. Fair decisions on promotion can increase satisfaction of faculty members in this regard. Analysis also shows that private college faculty members are enjoying modern classroom equipments and technological facilities than public college faculty members and it is an important factor that contributes to their overall job satisfaction. Most of the respondents think that the authority negligent about the problems and benefits of faculty members. The public colleges suffer from bureaucratic red-tapism in many cases solutions are delayed. Authorities should arrange regular meetings with faculty members to hear their suggestions and also try to value it.

Abdullah, M.M et al. (2009) studied on *Job Satisfaction of Secondary School Teachers in Tawau, Sabah*. The main objective of the study was to examine teachers' job satisfaction among secondary school teachers in Tawau, Sabah. This study examined, The level of job satisfaction among secondary school teachers in Tawau, Sabah related to their teaching

profession, and to compare job satisfaction of the secondary school teachers in Tawau, Sabah by gender, academic and professional qualification, career development stage, tenure in service and place of origin (hometowns).

The major findings of this study are summarized as follows. The secondary school teachers included in this study were generally satisfied with their teaching job. Also this study found that the secondary school teachers included in this study were generally not satisfied with their pay and working conditions. Apart from that, the findings of this study imply that the six work dimensions selected have positive effects on teachers' overall job satisfaction. It concluded that teachers work dimensions data are an important source of consideration for maintaining their job satisfaction.

Fredy Wilson Ngimbudzi (2009) researched on *Job Satisfaction among Secondary School Teachers in Tanzania*. The study findings revealed that non-government secondary school teachers were more satisfied than their colleagues in both government and community-government secondary schools in the job characteristics and support from administrators' dimensions. The results suggest that the key players in governments and community-government schools need to make deliberate efforts to improve teachers' satisfaction with the aspects that fall into these two dimensions so that teachers can remain in the job and devote time and energy in the teaching and learning process for the benefit of the students. The second research question investigated indicated that teacher's job satisfaction differed significantly in relation to gender, age, school location and school type. The results suggest that the job satisfaction is a multidimensional phenomenon and thus administrators need to pay attention to multi factors if they are to make teachers happy with their jobs.

Nasir and Zaki (2009) studied on *Job satisfaction of senior secondary school Teachers* as a function of gender, job status and the level of education. Job satisfaction questionnaire administered individually on 100 teachers to gather information. The results of research revealed that the degree of job satisfaction among female teachers was found significantly more in comparison to male teachers. Postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers. Teachers holding only postgraduate degree were significantly more satisfied than the teachers holding Ph. D. degree.

Wong and Heng (2009) conducted a *Case Study of Factors Influencing Jobs Satisfaction in Two Malaysian Universities*; identified the factors that measure job satisfaction of faculty members at two selected and major universities in Malaysia, using ten major factors corresponding to job satisfaction using the Herzberg Two-factor Theory to determine how these selected factors are related to job satisfaction of Malaysian faculty members. The major sources of job satisfaction for Malaysian faculty members were found to be policy, administration, and salary. The relevant sources of dissatisfaction were personal achievement, personal growth, interpersonal relations, recognition, responsibility, supervision, the work itself, and the overall working conditions.

Drukpa (2010) conducted a study on *Job Satisfaction of Secondary School Teachers in Thimphu District of Bhutan*. The main findings were- The overall job satisfaction level of teachers teaching in secondary schools in Thimphu district of Bhutan was satisfied. The aspect of job satisfaction like work, working condition, policy and management and interpersonal relation were at satisfied level and aspect like income, self esteem and intrinsic reward falls at moderate level. It was found that, teachers as they grew older, their satisfaction level grows higher. Male teachers had higher level of satisfaction than females. There was no significant difference in the job satisfaction level with regard to marital status and qualification. Teachers with teaching experience of more than 30 years had higher satisfaction level. Master teachers were more satisfied comparing to other type of teachers. Teaching hours or work load did not have any impact on the level of job satisfaction.

Brenda, C. Voris (2011) Conducted a study entitled *Teacher Efficacy, Job Satisfaction, and Alternative Certification in Early Career Special Education Teachers*. The investigator revealed that responses from the job satisfaction survey showed no significant difference between groups and both alternative and traditionally certified special education teachers showed satisfaction with their jobs. Further it revealed that the high degree of job satisfaction among the special education teachers within the study agreed with current research findings. Furthermore it was revealed that the high degree of teacher self-efficacy showed by the responses from special education teachers within the sample may lead to their increased willingness to persevere when faced with the many challenges of working with students' with disabilities and their families.

However the study concluded that, meeting the demand was simply not enough, but the ability of these teachers to make a difference in their students' lives was the real goal.

Paul and Phua (2011) indicated satisfaction over interpersonal relationships with students and co-workers, the autonomy and flexibility that the job offered. Conversely, they expressed dissatisfaction over the amount of administrative/non academic work they had to shoulder, heavy workload, salary, presence of 'red tape' and other corporate practices and dealing with disruptive students. Age and job position affected the job satisfaction levels of the respondents. However, variables such as gender, academic qualification, length of employment and marital status showed no significant difference.

Nyanga, Mudhovozi et al. (2012) investigated *A Survey of Job Satisfaction of Employees at Higher Learning Institutions in Masvingo Province, Zimbabwe*. The study found that few employees were satisfied with their jobs. Of these, more female than male and younger than older employees reported that they were satisfied with their jobs. In addition, job satisfaction decreased with a rise in academic qualifications.

Pedzani Perci Monyatsi (2012) conducted a study on *The level of the job satisfaction of teachers in Botswana*. The study was aimed to investigate the level of job satisfaction of the teachers of all categories in Botswana. The population of the study comprised all categories of primary school teachers, junior secondary school teachers and senior secondary school teachers; that is teachers, senior teachers, and heads of department, deputy head teachers, and head teachers in Botswana. A modified version of the Job Descriptive Index (JDI) was used to collect data for this study. The results of this survey, using the Job Description Index (JDI) and the Job in General (JIG) scale. The major findings of the study were that all categories of teachers in Botswana schools are generally satisfied with their job of teaching. The majority of respondents in this study are not satisfied with opportunities for promotion in general. This may be because promotional chances in the teaching field are limited as teaching is a dead end job. Generally, the results of this study show that all categories of teachers are satisfied with the supervision they get as it is not annoying but it is given tactfully; and they are praised whenever they do a good job. The majority of the respondents found their current job satisfying which is good because as illustrated earlier, a satisfied employee tends to be absent less often, to make positive contributions, and to stay with the organization longer. An organization with satisfied employees

is bound to be productive. They feel that they are not well paid and therefore can barely live on the income from their salaries. However, a large number of head teachers and deputy head teachers believe that their pay is not that bad; may be because in Botswana they are paid more than any category of teachers. This study also shows that the respondents were satisfied with the people they work with.

Annierah M. Usop et. al (2013) conducted a study on *The Significant Relationship Between Work Performance and Job Satisfaction in Philippines*. The study sought to answer the significant relation between work performance and job satisfaction of teachers in terms of age, length of service, educational attainment and to find out the significant difference between personal profile in terms of sex, civil status and job satisfaction. These were the findings: Most of the teachers belong to 31-40 age brackets. Majority of the teachers are females. Many of the teachers have a college and masters' degree. 64% of the teachers had 11-15 years of service. Many of them are married. There is moderate correlation between work performance and job satisfaction. Age, educational attainments and length of service were significant to job satisfaction. There was also significant difference in the job satisfaction relating to gender and civil status.

Alemi (2014) conducted a study on *Job Satisfaction among Afghan Teacher Educators*. The study revealed that: Afghan teacher educators were mostly satisfied from two aspect of job satisfaction namely job itself and the relation they share with their colleagues. However, they were dissatisfied with salary aspect and working condition. They were less satisfied from the supervision and chances of promotions. Gender does not make any significant difference on job satisfaction level of afghan teacher educators. Male teacher educators were slightly more satisfied from all aspects of job than their female counterparts. The work location is a predictor for satisfaction. The findings of the study indicate that teacher educators from remote areas were less satisfied with the working condition of their organization comparing of those who are teaching in cities. Marital status had a significant influence on job satisfaction of teacher educators. The findings of this study confirmed that married teacher educators were slightly less satisfied in all aspects than their single counterparts. Year of experience had a significant influence on job satisfaction of teacher educators. It was found that teacher educators who taught for a long time were slightly less satisfied from all their aspects of job than those who were new in this profession. Age is an important factor related to job satisfaction of teacher educators. The

study reveals that the younger teacher educators (22-35) were more satisfied in all aspects of job satisfaction than their aged counterparts (36-55).

George Ogochi. Kilgoris (2014) studied on *Job satisfaction and Teacher Effectiveness in Selected Secondary Schools in Transmara West District, Kenya*. The findings revealed that about two thirds of the teaching forces in the district were male. Secondly, it was found that majority of the teachers in the district had degrees in Education (66.67%). But there were 5% of teachers in the district who were untrained. Also it was found that there was no respondent with a master's degree. Thirdly, it was found that in terms of age, most of the respondents were in their early adult phase of life. The results of the study also revealed factors contributing to job satisfaction were status/position followed by job security, work condition, salary and finally school policy and administration. The concluding result of the study in relation to teacher effectiveness was that, teachers were generally effective with a mean of 2.90 (good). However, no significant relationship between job satisfaction and teacher effectiveness was noted, therefore the null hypothesis was accepted.

Mahabub Musa Garba, and Babita Gupta (2015) conducted a study on *Teaching Effectiveness for Public and Private Universities in Malaysia*. The objective of the study is to find out the teaching effectiveness for public and private universities in Malaysia. It is concluded that the lecturers need to learn and master in self-management and personal leadership skills. The lecturer needs to be empowered in order to take the decision in favor of students and institutions. The management should also identify the weakness between the student and teacher relationship for effective learning.

Massari Gianina Ana(2015) conducted a study on *Key Factors of Pre- School and Primary School Teachers Job Satisfaction*. The results show that the first place in teachers' job satisfaction were the work itself, the management and working conditions, but they were unhappy with the financial compensation received. In order to prevent a low level of teacher job satisfaction and high occupational stress level, it was required, a restructuring of the educational policies which may have a theoretical basis. The results of the analyzed studies which provides an important basis of recommendations, implications and action plans, such as creating a positive school climate, an effective management, good communication, valuing the profession, sense of collegiality among support staff, comprehensive school policies and not sequential, adequate school resources, and provision of material and financial facilities. The

studies show that there is an inverse relationship between job satisfaction and absenteeism. When the level of satisfaction is high, the absenteeism rate tends to be low and vice versa.

Oladosu Christianah Tinu et al. (2015) conducted a study on *Gender Influence on Job Satisfaction and Job Commitment among Colleges of Education Lecturers*. The study revealed that there is a significant difference in Job Satisfaction of Colleges of Education Lecturers based on gender. The female lecturers of Colleges of Education were comparatively more satisfied with their job than their male counterparts. It means that gender has a significant influence on Job Satisfaction of Lecturers of Colleges of Education.

Tara Kini and Podolsky Anne (2016) conducted a study on *Does Teaching Experience Increase Teacher Effectiveness?* **Findings based** on their review of 30 studies published within the last 15 years that analyze the effect of teaching experience on student outcomes in the United States and met specific methodological criteria, the authors found that: Teaching experience was positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are most steep in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers. As teachers gain experience, their students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance. Teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial working environment, and when they accumulate experience in the same grade level, subject, or district. More-experienced teachers support greater student learning for their colleagues and the school as a whole, as well as for their own students. Although the research does not indicate that the passage of time will make all teachers better or incompetent teachers effective, it does indicate that, for most teachers, effectiveness increases with experience. The benefits of teaching experience will be best realized when teachers are carefully selected and well prepared at the point of entry into the teaching workforce, as well as intensively mentored and rigorously evaluated prior to receiving tenure. These efforts will ensure that those who enter the professional tier of teaching have met a competency standard from which they can continue to expand their expertise throughout their careers.

Som Pal Baliyan and Fazlur Rehman Moorad (2018) conducted a study on *Teaching Effectiveness in Private Higher Education Institutions in Botswana: Analysis of Students' Perceptions*. The aim of this quantitative study was to assess the quality of teaching (teaching

effectiveness) in the private higher education institutions in Botswana. The overall level of teaching effectiveness in the private higher education institutions was found to be higher than the average level of teaching effectiveness. Among the forty items measuring the teaching effectiveness, the top three items which were found to be significantly positive included; showing strong enthusiasm for the subject, well prepared and delivered course material and, enhancing presentation with the use of humor. On the other hand, several items measuring the teaching effectiveness were found to be significantly negative namely; up to date knowledge of the subject, adhere to stipulated course objectives, encourage students to participate in classroom activities, ensuring that students responses during classroom discussion are meaningful, assigning homework/readings, providing background for concepts presented, welcoming students seeking help, stimulating interest of students in the subject, making the course intellectually challenging and stimulating, having an academic interest in individual students and, giving valuable feedback on assessments/graded material. In order to improve on teaching effectiveness, it is, therefore recommended that the lecturers should improve on the components of teaching which contributed negatively to the teaching effectiveness. No significant gender and age difference in the perceptions of students' on the teaching effectiveness was determined. Also, no significant difference in the perceptions of students from Botswana and other countries was determined. However, teaching effectiveness was differently perceived by the students studying in the university and non university type of private higher institutions whereby lecturers were found to be more effective in university type institutions compared to the lecturers in the non -university institutions.

Indira Shrestha (2019) conducted a study on *Influence of Demographic Factors on Job Satisfaction of University Faculties in Nepal*. The objective of the study was to analyze the influence of demographic variables (gender, designation, service year, education, age, income, service type and types of college) on job satisfaction of faculty members of central department of management, and its constituent campus. While analyzing influence of demographic variables on overall job satisfaction, designation, service type, service year, education and income of faculty members showed influence on

Overall job satisfaction whereas gender, age, type of college did not show any influence. It is clear that the demographic profile of university faculty member affect effectiveness of university indirectly by influencing on job satisfaction. It is therefore suggested that demographic factors of

faculty members be recognized and appreciated fully for their contribution to enhance organizational growth and development.

KwaZulu-Natal Sudhindra Naidoo (2019) conducted a study on *Factors affecting Job Satisfaction at a Private School in Pietermaritzburg*. This study highlighted several issues within the private education context. Firstly, although most participants expressed satisfaction with the general working conditions and culture of the school, a significant number expressed dissatisfaction with working conditions in their specific departments, particularly with respect to supervision and mentoring received from their superiors. This dissatisfaction did not extend to their relationships with colleagues of the same rank; in fact, there appeared to be a high level of collegiality in terms of interpersonal relationships. The concern, however, was that this collegiality did not appear to translate into work-related activities, and this could suggest future loss of job satisfaction. This study has highlighted that the major areas of potential job dissatisfaction at the school are related to relationships with management, as well as the inability of respondents to take advantage of avenues for skills development within the current structure of the school. This could be resolved by examination of current work policies at this school, as well as the implementation of a revised and more inclusive communication strategy between staff and management. This will in turn benefit all employees at the target school, as well as employees at similar private education institutions, and could potentially contribute to increased job satisfaction.

2.4 Summary of Review of Related Literature

The review of literature presented an overview of the studies related to job satisfaction and teacher effectiveness. A review of several relevant research works and journals on Job satisfaction and teacher effectiveness helped illustrate the diverse approaches that are suitable to job satisfaction and teacher effectiveness of teachers today. Most of the investigators incorporated several dimensions and factors in their studies to find out the relation towards job satisfaction and teacher effectiveness. Variables such as gender, remuneration, working conditions, qualification, age, socio-economic status, marital status, educational qualifications, years of teaching experience, professional qualification, trained and untrained, types of institutes social, marital status, digital competency, self- esteem and academic characteristics etc. have also been incorporated in the studies by the investigators. From the above discussed literature review

it can be concluded that the concept of job satisfaction and teacher effectiveness are complex and that there are many factors which contribute to these two variables.

i. Summary on Review of Studies Conducted in India

In context to job satisfaction and teacher effectiveness various studies from India indicate their meaningful findings on this issue. Studies conducted in India revealed that gender was not related to job satisfaction. Sushil (2015). However, other findings also reveal that female teachers were more satisfied with their work than male, but no significant difference was found in job satisfaction between married and unmarried and urban and rural teachers. Bhuyan M Choudhury(2002), Surjot Bordhan (2015). The review also revealed that teachers belonging to different socio economic strata did not differ in their job satisfaction; rather it was teachers with low attitude towards teaching which exhibited the least satisfaction in their job.

The review of literature also revealed that the overall job satisfaction of Lecturers from both type of management had the same level of job satisfaction. Amudha Devi, N.V, Velayudhan, A. (2003). Though the satisfaction they derived from their job seem to come from different aspects of their job, factors such as good facilities and interpersonal relationships contributed to their overall job satisfaction. Banerjee(1984) mentioned that unfair appointments and promotions, and poor working conditions were the major grievances of university teachers and non- payment of emoluments as per their pay scale was a cause of dissatisfaction. Arambam (2017) stated that government college teachers were overburdened due to shortage of teachers. In another review it was found that type of management did not have any significant influence on the job satisfaction of the teachers, rather those with favorable attitude were more satisfied with their job. It also revealed that younger teachers had more favorable attitude. Ramakrishnaiah, D (1989).

The review of literature also revealed that academic qualification did not have any relationship with job satisfaction. Vyas (2002) rather job efficiency was positively related with job satisfaction. However, in another review it was mentioned than those who were more qualified, were more satisfied at their job. Surjit (2015). What is more evident is what causes dissatisfaction, were compensation and lack of administrative support.

The review also found that those with less teaching experience and younger in age were more satisfied at their job. It is also mentioned that the variables age, designation, job satisfaction and experience of teachers showed a great influence on job satisfaction. Padmanabhaiah (1986).

While in it is also mentioned that number of years of teaching experience did not have influence on the attitude towards teaching profession neither number of years of total teaching experience have influence on the job satisfaction in the teaching profession. Chandraiah (1994) indicated that those who have attained middle aged and older teachers were more satisfied with their jobs compared to the younger group of teachers. Verma (2003) also indicated that senior teachers were more satisfied than junior teachers. It was also mentioned by Gupta S.P (1980) that teaching experience was not associated significantly with the job satisfaction of college teachers.

It is also mentioned that there was no significant difference between teacher effectiveness in relation to gender, age, experience and qualification. Chowdhury (2014). Digumarti and Darla (2004) stated that teacher effectiveness depend on teacher characteristics such as knowledge base, sense of responsibility and inquisitiveness. Padmanabhalah (1986) reported that the variables age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness. Ramkrishna (2017) found out that teacher effectiveness was found to be significantly higher compared to male teachers. Sushil (2015) inferred that effectiveness cannot be predicted on the basis of gender.

Amit Kauts et. al (2014) stated that teaching experience matters in making a teacher effective. These factors bear different results for different individuals, depending on how you perceive your Job. Studies also reveal that teaching experience and type of management influence teacher effectiveness. it also mentioned that teaching competency plays a significant role in teacher effectiveness. Pachaiyappan (2014).

Findings reveal that teacher effectiveness was found to be positively and significantly correlated with job satisfaction. Singh 2002, Shah Beena (1991). Agarwal (2012) also mentioned positive correlation between job satisfaction and teacher effectiveness. Teachers who have high and medium level of job satisfaction were more effective teachers than those with low level of job satisfaction. Contradictory results reported teaching effectiveness was not significantly related to job satisfaction. Raj (2002) and that Job satisfaction was not capable of predicting success in teaching. Vasi Reddy (2014) found strong positive correlation between job satisfaction and teacher effectiveness. It is also indicated from the review of literature that job satisfaction has a positive influence on teacher effectiveness.

ii. Summary of Review of Studies Conducted Abroad

Scott and Taylor (2005) found low relationships between gender, age and job satisfaction. Higher level of satisfaction was attained with personal learning and growth opportunities at work, job security, and compensation. Contradictory results were revealed in other studies which showed female lecturers of Colleges of Education were comparatively more satisfied with their job than their male counterparts. Oladosu Christianah Tinu et al. (2015). Barnett (1997) also found that gender did not influence job satisfaction.

Nasir and Zaki (2009) found that postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers. Teachers holding only postgraduate degree were significantly more satisfied than the teachers holding Ph. D. degree. However Paul and Phua (2011) indicated that variables such as gender, academic qualification, length of employment and marital status showed no significant difference.

Studies also revealed that years of experience has a significant influence on job satisfaction of teacher educators. It was found that teacher educators who taught for a long time were slightly less satisfied from all their aspects of job than those who were new in this profession. Alemi (2014) in addition, job satisfaction decreased with a rise in academic qualifications. Nyanga, Mudhovozi et al. (2012) found that few employees were satisfied with their jobs. Of these, more female than male and younger than older employees reported that they were satisfied with their jobs. In addition, job satisfaction decreased with a rise in academic qualifications.

Egins (1987) in his study revealed that years of teaching experience, age and gender did not have significant impact on instructional effectiveness of participating teachers. Indira Shrestha (2019) While analyzing influence of demographic variables on overall job satisfaction, found that designation, service type, service year, education and income of faculty members influence overall job satisfaction whereas gender, age, type of college did not show any influence. It is clear that the demographic profile of university faculty member affects effectiveness of university indirectly by influencing on job satisfaction.

There is moderate correlation between work performance and job satisfaction. Age, educational attainments and length of service were significant to job satisfaction. Categories that were identified as either characteristics or traits of effective teacher or factors influence the teaching effectiveness were, managerial skills, planning, educational background, administrative support and instructional method. Anyalewchi, Patrick Okechukwu (1994). It is also mentioned

that among the items measuring the teaching effectiveness, the items which were found to be significantly positive included showing strong enthusiasm for the subject, well prepared and delivered course material and, enhancing presentation with the use of humor. Teacher effectiveness depend on the teachers characteristics such as knowledge base, sense of responsibility and inquisitiveness. Rashmi (2013) indicated that the satisfaction of teachers with teaching profession was significantly correlated with teaching success.

It has also come to light that emotional intelligence a plays an important factor in making teachers effective. Amit Kauts (2014). Teachers with low attitude exhibited the least satisfaction in their job. Findings also support the need for teachers' autonomy as they utilize their talents and skills and exercise their own discretion at work. It is also worthy of mention that though teachers face a lot of challenges, they exhibit a sense of pride towards their job. Wangoo (1984) concluded from his study that humble teachers are more effective than teachers with assertive character. Tough minded teachers have positive and significant co-relation with effective teaching than tender minded teachers. Teachers who possessed an experimental outlook are more successful than teachers with conservative outlook. Teachers with group dependent attitude possessed positive and significant co-relation with effective teaching than self -sufficient and relaxed teachers.

Studies also revealed both the government and private colleges have their own reason of dissatisfaction. While the private teachers were disgruntled regarding their remuneration, the government teachers experience burn out because of workload and lack of proper facilities. Massari (2005) stated that when the level of satisfaction is high, absenteeism rate tends to be low and vice versa. Studies also reveal that there is a close relationship between job satisfaction and teacher effectiveness. Those with high to medium level of job satisfaction were more effective as teachers. However what was more important as indicated by the studies show that democratic style of leadership, inter-personal relations, autonomy to use their skills, appreciation and job security were factors that contributed to their job satisfaction.

Wong and Heng (2009) also indicated that the relevant sources of dissatisfaction were personal achievement, personal growth, interpersonal relations, recognition, responsibility, supervision, the work itself, and the overall working conditions. KwaZulu-Natal Sudhindra Naidoo (2019) highlighted that the major areas of potential job dissatisfaction at the school were related to relationships with management, as well as the inability of respondents to take

advantage of avenues for skills development within the current structure of the school. Revised and more inclusive communication strategy between staff and management, could benefit private education institutions, and could potentially contribute to increased job satisfaction.

Therefore, on the basis of thorough analysis of literature, it was found that most of the studies conducted were correlation studies and provided mixed results using varied samples from different levels of education. Findings from the review of literature from both India and Abroad revealed contradictory results when it comes to job satisfaction and teacher effectiveness. This may be due to factors such as difference in the nature of occupation studied, the subject investigated and the methods employed for data collection, level of employment and the variables related to a particular study etc. Though various research works in the related field of study are found in India and Abroad, no significant study has been conducted on job satisfaction and teacher effectiveness among college teachers in this region. The review of literature looked at many variables that have been previously considered by other researchers in relation to job satisfaction. The present study seeks to add another dimension to the available research by looking at the correlation of job satisfaction and teacher effectiveness among college teachers of Nagaland. It tries to fill the research gap that may eventually help in understanding the relation between these two components. Therefore, it seems appropriate on the part of investigator to study on the topic “Job Satisfaction and Teacher effectiveness among college Teachers of Nagaland.”

Educational research or for that matter any research is a collaborative responsibility. Each study takes its basis, its foundation from the earlier related studies but still each research has its uniqueness or distinctiveness in terms of various elements like, the region, variables, objectives, population and sample and also in the tools, techniques and methods adopted for the purpose of data collection and data analysis. The present study also has its distinctiveness as the present study was conducted in the state of Nagaland where none of the earlier related study was conducted. The findings of the study will be useful in finding out the job satisfaction and teacher effectiveness of college teachers in Nagaland.

CHAPTER – III

METHODOLOGY OF THE STUDY

3.1 Introduction

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It occupies a major role in any kind of research, as the validity and reliability of the findings depends upon the methods adopted. Methods are a range of approaches used in educational research to gather data, which are to be used as a basis for inference and interpretation, for explanation and prediction. A suitable method helps the investigator to explore the diverse stands of the study and adequately measure them so as to satisfy the requirements and thus, it is a means to an end. The present study concerns itself with an exploration and description of job satisfaction and teacher effectiveness among college teachers of Nagaland. The study also attempts to measure the nature and degree of relationships that exists, if any, between job satisfaction and teacher effectiveness.

Having specified the objectives, formulating the hypotheses and providing appropriate review of relevant literature in the previous chapters, the present chapter details out the research methodology, it explains the research objectives and a suitable methodology to achieve those objectives. It presents the details about how the study will be conducted, details about the population the sample, tools used, procedure in data collection, sources of data and the statistical techniques and formulae applied.

3.2 Research Method

The present study was executed with the intent to explore and reveal information on the job satisfaction and teacher effectiveness among college teachers of Nagaland. Therefore, the descriptive survey method was employed in the study. Burns and Grove (2003) rightly quoted the intent of a descriptive survey research in the following words, “It is designed to provide a picture of the situation as it naturally or generally happens.” The descriptive survey method involves interpretation, comparison, measurement, classification, generalization and evaluation which are all focused in knowing better and solving educational problems significantly.

The present study was undertaken to conduct a study of job satisfaction and teacher effectiveness among college teachers of Nagaland. The use of standardized tool also enables generation of factual information about the study. All data obtained for the study was through primary sources. The research method followed in the present study is shown in figure - 3.

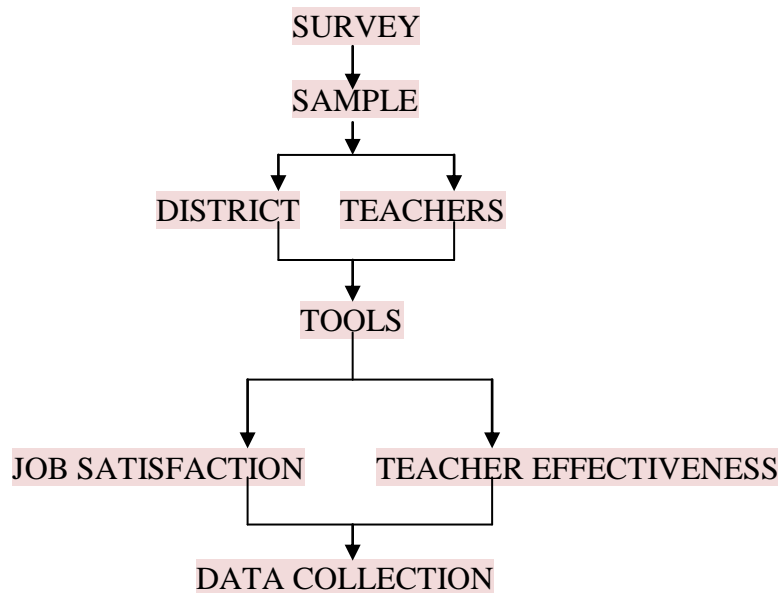


Figure 3: Research method

3.3 Sampling Procedure

Proper sampling is a fundamental requirement in all researches as it is impractical and impossible to deal with the entire population in any given situation. Hence, a representative sample is chosen in order to have valid data for analysis and subsequent valid and generalized conclusions. It helps to reduce expenditure, save time and energy, permit measurement of greater scope, or produce greater precision and accuracy. For the purpose of the present study, multi stage random sampling technique was adopted in order to select a representative sample.

3.4 Population of the Study and sample

The population of the study was college teachers of both government and private institutions in Nagaland. As per Annual Administrative Report Department of Higher Education there are a total of 65 colleges, 15 are government colleges and 50 private colleges in Nagaland (as per

record of 2016-17). The population comprises of 1411 college teachers as per record of All India survey on Higher Education (2013-14).

The focus of the study was on college teachers teaching at under graduate level. Hence, 22 colleges were selected from five districts by using multi stage random sampling technique; 14 from Kohima district, out of 21 colleges, 2 from Wokha district out of 2 colleges, 3 from Mokokchung district out of 6 colleges, 2 from Peren district, out of 2 colleges and 1 from Mon district out of 1 college. A sample of 400 college teachers was obtained from 22 colleges across five districts of Nagaland for the conduct of the study.

Table 10: Districts and number of Colleges from which Sample was derived

Sl.No	District	No. of Colleges	Total No. of Teachers Sample
1	Kohima	14	270
2	Wokha	2	33
3	Mokokchung	3	64
4	Peren	2	18
5	Mon	1	15
	Total		400

Table 11: Distribution of the Final Sample

Sl. No	College	Male	Female	Total
1	Kohima College, Kohima	15	31	46
2	Kros College	7	11	18
3	Oriental College	5	15	20
4	Capital College	4	7	11
5	Mountain View Christian College	3	10	13
6	Modern College	5	11	16
7	Sazolie College	6	10	16
8	Model Christian College	4	9	13
9	Alder College	7	9	16
10	Don Bosco College	5	5	10
11	Baptist College	8	8	16

12	St. Josephs College	18	27	45
13	Japfu Christian College	9	10	19
14	Mt. Olive College	3	8	11
15	Mt. Tiyi College	11	9	20
16	Bailey College	7	6	13
17	Peoples College	2	7	9
18	Jubilee Memorial college	5	10	15
19	Fazl Ali College	13	27	40
20	Peren Government College	4	8	12
21	St. Xavier College	3	3	6
22	Wangkhao Government college	8	7	15
	Total	152	248	400

3.5 Description of the field

The area of the present study was five districts of Nagaland namely, Kohima, Wokha, Mokokchung, Peren and Mon. Kohima, situated in the south at an altitude of 1444m above sea level, occupies pride of place as the capital city of Nagaland. Kohima is located at 25°40'N 94°07'E 25.67°N 94.12°E. It has an average elevation of 1261 metres (4137 feet) and covers an area of 1,463 sq. km, with a density of 213 per sq. km. Kohima town is located on the top of a high ridge and the town serpentine all along the top of the surrounding mountain ranges. As of 2016 Census, Kohima district has a population of 267,988. Males constitute 138,966 of the population and females 129,022. Kohima has an average literacy rate of 85.23%, higher than the national average

of 74.04 %: male literacy is 88.69 % and female literacy is 81.48 %. There are 21 colleges in the district and 14 came under the purview of the study.

Wokha district is located in the midwest part of present state of Nagaland. It covers an area of 1,628 sq. km. which equals around 9.82% of the total area of Nagaland. Of the total area, 35.74% comes under subtropical hill zone, 23.64% under subtropical plain zone and 40.59% in the mild tropical hill zone. According to the 2016 census. Wokha district has a population of 166,343; Wokha has a sex ratio of 968 females for every 1000 males, and a literacy rate of 87.69%. There are two colleges in the district and both came under the purview of the study.

Mokokchung is a major district of Nagaland Mokokchung and located at 26.33 N and 94.53. It is located at an elevation of 1325 metres above sea level. As per the 2016 census Mokokchung district has a population of 194,622 and a sex ratio of 925. The literacy rate is 91.62. There are six colleges in the district and three came under the preview of the study.

Peren is the eleventh and the newest district of Nagaland, formed as a result of bifurcation of Kohima District. The altitude of the district varies from 800 m to 2,500 m above the sea level. According to the 2016 census, Peren district has a population of 95,219; Peren has a sex ratio of 915 females for every 1000 males, and a literacy rate of 77.95%. There are two colleges, one in Peren and one in Jaluki town under Peren district and both came under the preview of the study.

Mon district is the northernmost district of Nagaland. Mon is located at 26.75N and 95.1E It has an average elevation of 655 metres (2,148 feet). It is situated at an altitude of 2,945 ft (898 m) above sea level. According to the 2016 census Mon district has a population of 250,260, Mon has a sex ratio of 899 females for every 1000 males, and an average literacy rate of 56.99%, there is only one college in the district which came under the preview of the study.

3.6 Tools used for data collection

Research tools are extremely significant factor of any research undertaking as the validity of the results is greatly affected by the choice of tools. Research tools act as instruments to execute the objectives of research. All the research activities are carried around the tools for data collection. The present study owes a great deal of insight into the procedure of measurement from the tools that have been selected to meet the exclusive needs of the study related to teacher's job satisfaction and teacher effectiveness. Teacher effectiveness tool was also suitably modified with suitable, appropriate and permissible modification to meet the needs of the present research. The different tools used by the investigator are described in the forgoing paragraphs of the chapter.

1. Teacher's job satisfaction scale developed by Yudhvindra Mudgil, I.S Mubar and Prabha Bhatia. (2012)

2. Teacher effectiveness scale developed by Shallu Puri and S.C Gakhar. (2010) adopted and modified in consultation with subject experts and supervisors.

Each tool contained a number of items designed to fulfill the various objectives of the study. For collection of data, the investigator personally administered the questionnaire to the selected sample of respondents. Sufficient data were collected for detailed analysis and interpretation. These tools have been described in detail in the following pages.

3.6.1 Teacher's Job Satisfaction scale

For assessing teachers job satisfaction the investigator used a standardized tool developed by Yudhvindra Mudgil, I.S Mubar and Prabha Bhatia. The present tool was developed with a view to provide a handy instrument to measure the degree of job satisfaction enjoyed by college and university teachers.

The final version of the scale has 75 statements, based on Likert scaling technique and is presented on a five point scale. The primary aim of this scale is to find out the degree of job satisfaction enjoyed by the teachers. The teacher's job satisfaction scale is discussed under the following heading.

i. Scoring

The final version consists of items where a respondent has to make his/her agreement with each item on a five point scale. All these items are given a score from 5 to 1 *i.e.* strongly agree to strongly disagree. The sum of these values gives the job satisfaction scores for the subject.

Table 12. Scoring Method for Teacher's Job Satisfaction scale

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
5	4	3	2	1

ii. Reliability

The reliability was worked out by retest method. The reliability coefficient was 0.95 which is significant at .01 level of significance.

iii. Validity

The scale was validated against Brayfields and Rother's (1951) job satisfaction Index. The validity coefficient was worked out and it was found to be 0.87. Since both the reliability and validity coefficients were significant at .01 level, the scale was finally prepared.

iii. Statistics

Norms of the scale were prepared by administering the scale on college and university teachers. The following statistics were obtained.

iv. Norms

For the purpose of the prediction of teacher's job satisfaction level, Z- score norms have been developed and presented. Norms for interpretation of the Z- scores into the level of job satisfaction have been presented in the table.

Table 13: Norms for Interpretation of Level of Teacher's Job Satisfaction

Sl.No	Range of Z – Scores	Grade	Level of Job Satisfaction
1.	+2.01 and above	A	Very High Satisfaction
2.	+1.26 to + 2.00	B	High satisfaction
3.	+0.51 to + 1.25	C	Above Average Satisfaction
4.	-0.50 to + 0.50	D	Average/Moderate satisfaction
5.	-0.51 to – 1.25	E	Below Average Satisfaction
6.	-1.26 to – 2.00	F	Dissatisfaction
7.	-2.01 and below	G	Highly Dissatisfaction

3.6.2 Teacher Effectiveness Scale.

For assessing teacher effectiveness the investigator used a standardized tool developed by Shallu Puri and S.C Gakhar. This scale consists are 68 items divided into 6 teaching aspects, based on likert scaling technique and are presented on five point scale. Teacher effectiveness scale measures teachers' various functions related to his teaching and has different areas.

i. Selection of Statements

The selection of statements corresponding to the Areas/Dimensions in the final scale was adopted and modified by the researcher after consulting subject experts and supervisors. The scale had 68 statements and the total number of items with their serial numbers and their distribution over different areas/dimensions is shown in table 14

Table 14: Dimensions of Teacher Effectiveness Scale

Areas/ Dimensions	Item wise serial No.	Total No. of
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		Items
1. Academic and professional knowledge.	1, 2, 3, 5, 31, 62	6
2. Preparation and presentation of lesson plan, classroom management.	30, 33, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 47, 50, 60	15
3. Attitude towards students, parents, colleagues, head of institution.	4, 6, 7, 12, 13, 14, 15, 18, 19, 23, 26, 27, 63, 64	14
4. Use of motivation, reward and punishment and interest in all round development of student.	8, 10, 11, 16, 24, 28, 29	7
5. Result feedback accountability.	9, 32, 34, 39, 49, 51, 61, 66, 67, 68	10
6. Personal qualities related to the behavior of the teacher.	17, 20, 21, 22, 25, 46, 48, 52, 53, 54, 55, 56, 57, 58, 59, 65	16
	Total	68

ii. Areas/ Dimensions of Teacher Effectiveness Scale

The Dimensions included in the teacher effectiveness scale are mentioned below.

1. Academic and professional knowledge

Under this area, there were six statements pertaining to academic and professional knowledge relating to teacher effectiveness. It relates to command over the subject matter and the ability of the teacher to be fully acquainted with teaching objectives of the topic and also to be familiar and up to date with current affairs and general knowledge.

2. Preparation and Presentation of Lesson Plan, Classroom management

Under this area, there were fifteen statements pertaining to preparation of lesson plan and classroom management. This area indicates teacher effectiveness in areas of teaching skills and use of methodologies and strategies to relate classroom teachings with real life situations. It also relates to creating interest in the lesson and paying individual attention to students.

3. Attitude towards students, parents, colleagues and head of institution

Under this area, there were fourteen statements pertaining to attitude towards students, parents, colleagues and head of institution relating to teacher effectiveness. It covers areas of interpersonal relationships within the institute and outside of it. A good attitude helps a teacher to take his responsibilities seriously and extend co-operation in institutional activities.

4. Use of motivation, reward and punishment and interest in all round development of student

Under this area, there were seven statements pertaining to use of motivation, reward and punishment and interest in all round development of student. This area indicates teacher effectiveness relating to use of motivational skills to develop confidence, zeal and patriotism through curricular and co-curricular activities.

5. Result, feedback and accountability

Under this area, there were ten statements pertaining to result, feedback and accountability. This area indicates teacher effectiveness relating to reviewing and evaluating students work and assignments for feedback and improvement. It also includes accountability to students, parents and management.

6. Personal qualities related to the behavior of the teacher

Under this area, there were sixteen statements pertaining to personal qualities relating to teacher effectiveness. This area indicates a teachers need to possess personal and professional attributes that students can look up to. It includes qualities like, discipline, regularity and punctuality. A teacher should also be creative, imaginative, humorous and emotional stable to be an effective teacher.

iii. Reliability

As the scale being heterogeneous and items having been arranged logically, the two halves could not have been identical. Therefore, test-retest reliability was found to be the most suitable for the scale. The product moment coefficient of correlation for the two score was computed. The coefficient of correlation between two tests was found to be 0.76 and is significant at .01 level of significance and testifies the scale to be a reliable one.

iv. Validity

The scale was validated against the criterion of “content validity”. The content validity is concerned with the adequacy of sampling of a specified universe of content. To determine content validity, the scale items and a list of outcomes were given to the panel consisting of seven experts. The panel was asked to identify which test items corresponded to which outcomes. The experts agreed 92% with the investigator on the assignment of the scale items. This concurrence was taken as evidence of content validity.

v. Scoring

The scores for each item ranges from strongly agree – 5, Agree – 4, Undecided – 3, Disagree – 2 and strongly disagree – 1. The total scores on 68 statements forms the raw score for the whole test. The maximum score could be achieved as 340 and the minimum score would be 68. The raw score, so obtained should be interpreted on the basis of effectiveness levels as given in table of norms.

Table 15: Norms for interpretation of level of Teacher Effectiveness

Raw Score	Level of Teacher Effectiveness
300 – 340	Very high
270 – 299	High
200 – 269	Average
170 – 199	Low
68 – 169	Very low

3.7 Data Collection

The task of data collection begins after a research problem has been defined and research design chalked out. Data were collected through the process of personal visit to the selected colleges Firstly; the investigator explained the purpose for which the study was being conducted. Both the scales were provided personally to all the sample teachers and requested to respond to the statements honestly. The answer sheets were collected personally. Then scoring was done using scoring methods and Scores were tabulated, analyzed and interpreted.

3.7.1 Primary Data

The primary data are those which are collected fresh and for the first time, and thus happens to be original in character. The source of primary data for this study was obtained from the responses of teacher's job satisfaction and teacher effectiveness questionnaire administered among college teachers from the five districts of Nagaland.

3.7.2 Procedure of Data Collection

Data collection is essentially an important part of the research process so that the inferences, hypotheses or generalizations provisionally held may be marked as valid, verified as correct or rejected as untenable. The study aimed at college teachers of Nagaland. For data collection five districts of Nagaland were chosen, namely, Kohima, Wokha, Mokokchung, Peren and Mon. The total number of population sample was 400 college teachers from 22 colleges across five districts of Nagaland.

The investigator followed a series of data collecting procedures in order to administer the questionnaires to the college teachers of different districts. Prior to visiting the colleges and in order to establish initial rapport the investigator extensively used emails and telephonic conversations to inform the principals of the colleges to informed them about the purpose of the present study and sought their cooperation. After the initial information the investigator personally visited all the colleges. Preceding the initial meeting with the Principals and after seeking permission the questionnaire was personally handed over to the respondents.

The investigator further gave the necessary information regarding the questionnaires and requested for cooperation as the purpose of the study would be beneficial to the teaching community. The college teachers who were present on the day

of visit were administered the questionnaire, some could be collected on the same day itself while those which could not submit on that day itself, were requested to keep it ready as a second visit was also scheduled to collect the questionnaires after two weeks. As some colleges were in far flung areas of Nagaland a second visit could not be scheduled for collecting the questionnaires, so the investigator requested them to either mail or send through a reliable person. As for those colleges that were nearby, the investigator personally collected after a two weeks time.

The teacher's job satisfaction scale and teacher effectiveness scale consisted of five options supplied towards each and every item – strongly agreed, agreed, indifferent, disagreed and strongly disagreed. Clear instruction was given to the respondents to express their viewpoint by placing a tick mark against the response category to which they consented with. Along with personal bio-data containing of the teacher gender, age, qualifications, income, service experience etc. important instructions relating to the questionnaire were given and doubts clarified. Assurance was also given to the respondents that their responses will be kept confidential and the information collected will be used only for the purpose of research. Thus, with the unconditional assistance of various associates, data was collected comfortably from the respondents working in the selected colleges of Nagaland. After getting the questionnaires the next step was to score them. Scoring of the answers sheets was done strictly according to the instructions given

in the manual. The raw data collected from the responses to the questionnaires were treated to statistical procedures.

3.7.3 Secondary Sources

The secondary sources are those which have already been collected by someone else and which have already been passed through the statistical process. To enrich the study, previous study conducted in this area as well relevant information pertaining to the study was collected from various sources. secondary sources was obtained as per the requirement of the study from sources viz. Internet, periodicals, journals, magazines, books, published and unpublished documents, higher education department records and other publications from the department of census, materials from these sources have been used in various ways in the study. The investigator also visited libraries of various universities i.e., Nagaland University, North Eastern Hill University, State library and Education department library, Meriema.

3.8 Statistical Techniques and Formulae used

Statistical techniques are employed on the raw score to make it meaningful and to test the significance of the scores. Without the use of statistical techniques raw scores do not have their own meaning and weight. In order to study the nature of data, based on the objectives of the study the investigator employed suitable statistical techniques to analyze the data by using SPSS Software.

The statistical techniques used for the data collected will be analyzed using Mean, Standard Deviation, t-test, correlation and other appropriate statistical techniques. The calculated data was edited, coded and entered. To find the relationship between job satisfaction and teacher effectiveness, 'r' values are calculated. Coefficient of correlation for all dimensions of two variables are calculated to know the inter and intra-relationships. Critical ratios are calculated for item analysis and T-test, F-test, ANOVA analysis etc were applied to test the hypotheses concerning to significant differences in respect of demographic variables and high-low groups of job satisfaction and teacher effectiveness. The obtained numerical results were also adumbrated by graphical representation wherever necessary. The collected data was classified and tabulated according to the objectives of the study and was analyzed by using the following statistical procedure. On the basis of these tools, procedures, methods and statistical calculations, the analysis of the results has been given in the next chapter.

Table 16: Statistical Techniques Used

Sl.No	Name of Statistical techniques used	Purpose for which they were used
1	't' test	To test the significant difference between means pertaining to job satisfaction and teacher effectiveness scores to different variables
2	'F' test or ANOVA	To test the significant difference of means of more than two groups of college teachers pertaining to job satisfaction and teacher effectiveness to different variables
3	Correlation	To test the correlation of job satisfaction and teacher effectiveness

Mean.

Mean for ungrouped data

The mean is the average of the numbers. It is easy to calculate: add up all the numbers, then divide by how many numbers there are. In other words it is the sum divided by the count.

$$\text{Mean} = \frac{\sum X}{n}$$

Here,

\sum = summation

X = observations

n = number of observations

Mean for grouped data

$$\text{Mean} = A + \left(\frac{\sum fd}{N} \right) \times C$$

Here,

A = Assumed Mean

\sum = Summation

f = Frequency

d = Deviation

N = Total Frequency

C = Class Interval

Standard Deviation.

Standard Deviation for ungrouped data.

S.D is the square root of the variance, where variance is the average of the squared difference from the mean. Standard Deviation denoted by σ .

$$\text{Variance } (\sigma^2) = \frac{\sum (Xi - \mu)^2}{N}$$

Here,

σ = population standard deviation

N= the size of the population
Xi= each value from the population
μ= the population mean

Standard Deviation for grouped data

S.D is the square root of the variance, where variance is the average of the squared difference from the mean. Standard Deviation denoted by σ .

$$d_i = \frac{x_i - A}{c}$$

$$\sigma = c \times \sqrt{\frac{\sum f_i d_i^2}{N} - \left(\frac{\sum f_i d_i}{N} \right)^2}$$

Here

σ = Standard Deviation

A= Assumed Mean

di= Deviation

Xi= mid values

\sum = Summation

f= Frequency

N= Total Frequency

C= Class Interval

T-test

A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features. The t-test is one of many tests used for the purpose of hypothesis testing in statistics.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Here

\bar{x}_1 = First Group Mean

\bar{x}_2 = Second Group Mean

s_1^2 = Variance of First Group

s_2^2 = Variance of First Group

N1= First group sample size

N2= Second group sample size

F-Test

A **Statistical F Test** uses an **F Statistic** to compare two **variances**, s_1 and s_2 , by dividing them. The result is always a positive number (because variances are always positive). The equation for comparing two variances with the f-test is:

$$F = s_1^2 / s_2^2$$

F = variance of the group means / mean of the within group variances

Here

s_1^2 = Variance of First Group

s_2^2 = Variance of First Group

Data were thus analyzed by using the above formulae.

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

Analysis of data means categorizing, systematizing and classifying the data. Interpretation refers to the task of drawing inferences from the collected facts after an analytic study. The raw scores of any data have no value unless they are analyzed and interpreted in a proper way. In order to procure a significant picture of the raw information collected, analysis and interpretation is the core of a research study. The present chapter deals with statistical analysis and interpretation of the obtained data. The data after collection has to be proceeded for analysis in accordance with the outline laid down for the purpose in developing any research procedure. The generalization and interpretation lead towards conclusions and recommendation. Thus, it is necessary to get a meaningful picture of the raw data through statistically designed technique.

Hence, the present study is devoted to analysis and interpretation of the data keeping in view of the objectives of the study and the corresponding hypothesis. The obtained data on job satisfaction and teacher effectiveness of college teachers were analyzed, interpreted and discussed to draw a logical inference. On the basis of that hypotheses were tested and inferences were drawn.

In this study, the investigator adopted descriptive statistics Mean (M), Standard Deviation (S.D), Percentage(%) and graphical representation for analysis and interpretation of data and inferential statistics namely t-test, ANOVA and Correlation. The tools used for data collection was teacher's job satisfaction scale developed by Yudhvindra Mudgil, I.S Mubar and Prabha Bhatia and teacher effectiveness scale developed by Dr. Shallu Puri and Prof. S. C Gakhar.

4.2 Distribution of Samples

The distribution of the sample which was collected from a sample of 400 college teachers across five districts in Nagaland is presented in tables and graphical representation in

sequential order after processing and analyzing the data with respect to the following personal and socio – demographic variables - gender, type of institution, educational qualifications and years of teaching experience.

1. Distribution of the Sample with respect to Gender

The distribution of the sample with respect to gender was categorized into two groups. The male college teachers formed as group – 1 and female college teachers formed as group – 2. The sample was taken from 400 college teachers across five districts of Nagaland. The table below shows that out of 400 teacher respondents 152 (38%) are male 248 (62%) are female.

Table 17: Distribution of the Sample with respect to Gender

Sl. No	Gender	Total Sample	Percentage
1	Male (Group- 1)	152	38 %
2	Female (Group- 2)	248	62 %
Total		400	100 %

Source: Compiled from the field study. 20016-17

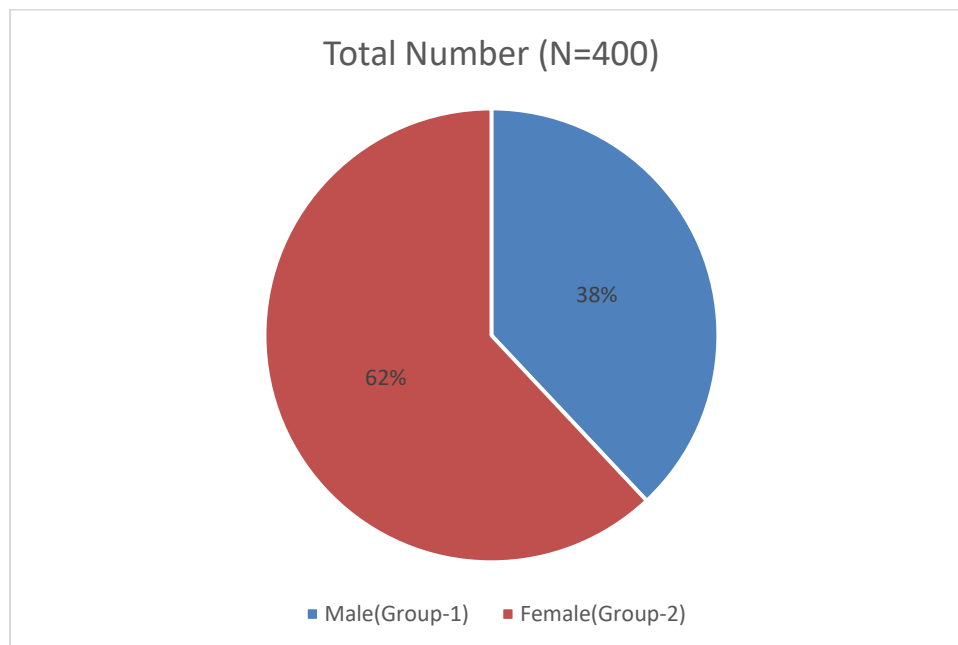


Figure 4: Graphical presentation indicating distribution of sample with respect to gender

2. Distribution of the Sample with respect to Type of Institution

The distribution of the sample with respect to type of institution was categorized into two groups. Government college teachers formed group – 1 and private college teachers formed group – 2. Table - 18 shows that out of the 400 respondents 133 (33%) college teachers are from government colleges and 267 (67%) from private colleges.

Table 18: Distribution of the Sample with respect to Type of Institution

Sl.No	Type of Institution	No of Institutions	Total Sample	Percentage
1	Government(Group1)	5	133	33%
2	Private (Group- 2)	17	267	67%
Total		22	400	100%

Source: Compiled from the field study.2016-17

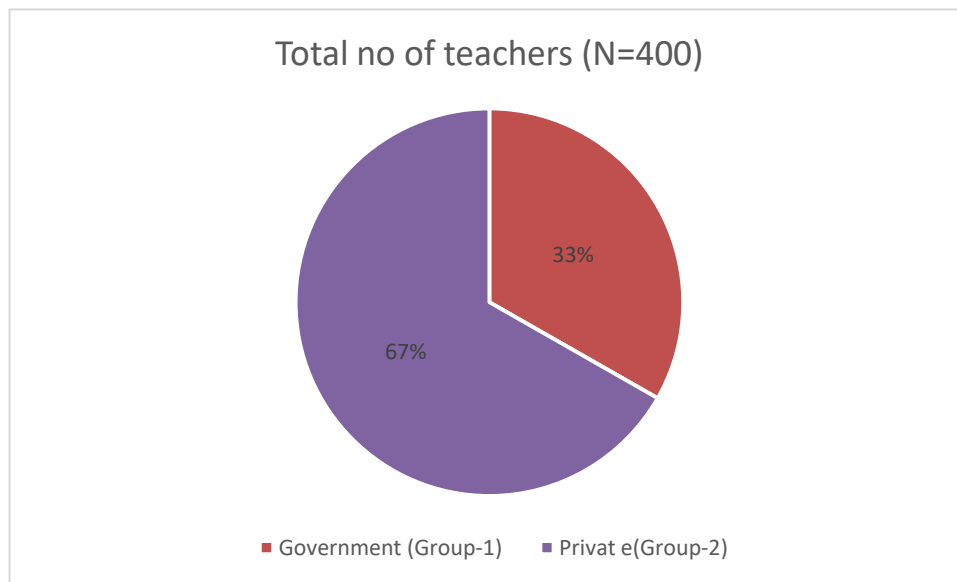


Figure 5: Graphical presentation indicating distribution of sample with respect to type of Institution

3. Distribution of the Sample with respect to Educational Qualifications

The distribution of the sample with respect to educational qualifications was categorized into four groups. College teachers having M.A qualification formed as group – 1, NET as group – 2, M. Phil as group – 3 and Ph.D. as group – 4. Table - 19 shows that out of the 400 respondents, college teachers with M.A qualification formed the largest group with a total of 289 (72%), followed by NET 50 (13%), M.Phil 21 (5%) and Ph.D. 40 (10%).

Table 19: Distribution of the Sample with respect to Educational Qualifications

Sl. No	Educational Qualification	Total Sample	Percentage
1	M.A (Group-1)	289	72 %
2	NET (Group- 2)	50	13 %
3	M. Phil (Group- 3)	21	5 %
4	Ph.D. (Group- 4)	40	10 %
Total		400	100 %

Source: Compiled from the field study.2016-17

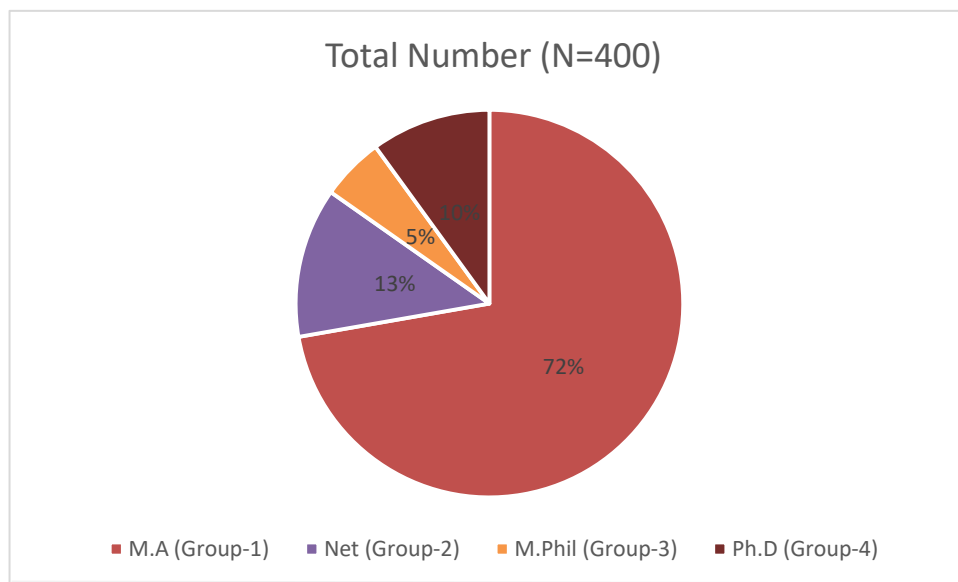


Figure 6: Graphical presentation indicating distribution of sample with respect to educational qualifications

4. Distribution of the Sample with respect to Years of Teaching Experience

The distribution of the sample with respect to years of teaching experience was categorized into four groups. College teachers having 1 to 10 years of teaching experience

formed as group – 1, 11 to 20 years of teaching experience formed as group – 2 and 21 to 30 years of teaching experience formed as group– 3 and 31 years and above of teaching experience formed as group – 4. Table - 20 shows that out of the 400 respondents, college teachers with 1 to 10 years of teaching experience formed the largest group with a total of 290 (73%) followed by 11 to 20 years 81 (20%) and 21 to 30 years of teaching experience 25 (6%) and 31 and above 4 (1%).

Table - 20: Distribution of the Sample with respect to Years of Teaching Experience

Sl. No	Years of Teaching Experience	Total Sample	Percentage
1	1 to 10 Years (Group-1)	290	73 %
2	11 to 20 Years (Group-2)	81	20 %
3	21 to 30 years (Group-3)	25	6 %
4	31 and above (Group-4)	4	1 %
Total		400	100 %

Source: Compiled from field study.2016-17

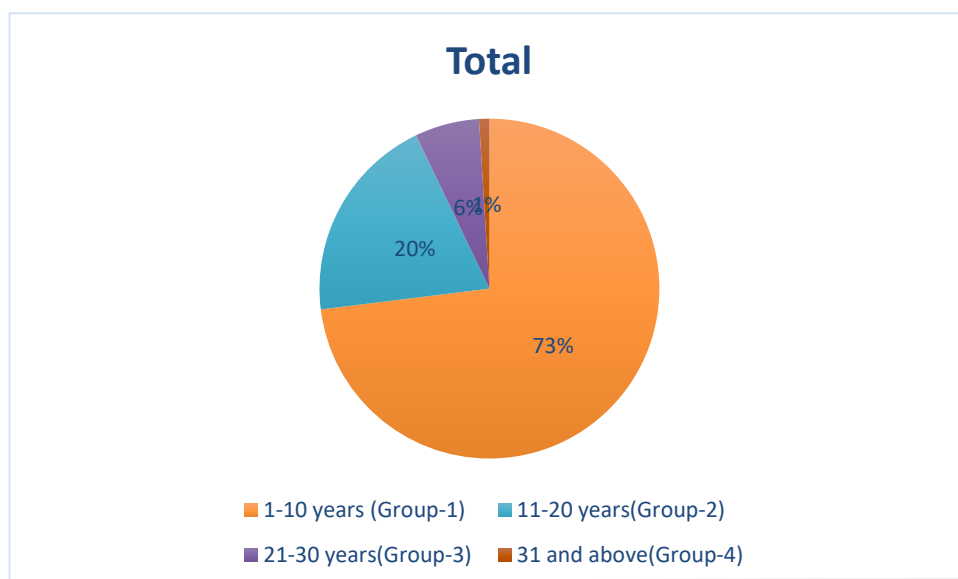


Figure 7: Graphical presentation indicating distribution of sample with respect to teaching experience

4.3 Objective-wise Analysis and Interpretation

Objective 1: To find out the level of job satisfaction among college teachers of Nagaland

For the study the investigator selected five districts of Nagaland namely, Kohima, Wokha, Mokokchung, Peren and Mon. The data was collected from all the colleges of the five districts and on the basis of administration of the questionnaires the investigator collected data from 400 college teachers regarding job satisfaction. The data was analyzed respectively and graphically presented.

Table 21: Frequency and Percentage Distribution of Job Satisfaction level among College Teachers of Nagaland (N=400)

Sl. No.	Range of Z-Scores	Job Satisfaction Level	Frequency	Percentage
1	+2.01 and above	Very High Satisfaction	237	59.25
2	+1.26 to +2.00	High Satisfaction	72	18.00
3	+0.51 to +1.25	Above Average Satisfaction	42	10.50
4	-0.50 to +0.50	Average/Moderate Satisfaction	26	6.50
5	-0.51 to -1.25	Below Average Satisfaction	12	3.00
6	-1.26 to -2.00	Dissatisfaction	05	1.25
7	-2.01 and below	Highly Dissatisfaction	06	1.50
Total			400	100



Figure 8: Graphical presentation of total job Satisfaction score

Frequency and percentage distribution of job satisfaction level among college teachers of Nagaland (N=400)

■ Very High Satisfaction ■ High Satisfaction
 ■ Above Average Satisfaction ■ Average/Moderate Satisfaction
 ■ Below Average Satisfaction ■ Dissatisfaction
 ■ Highly Dissatisfaction

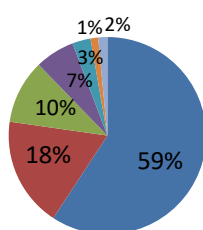


Figure 9: Graphical presentation Indicating Frequency and Percentage Distribution of Job Satisfaction Level

Figure-9 represents the frequency and percentage distribution of job satisfaction level among college teachers of Nagaland in correspondence to the objectives of the study. The overall data were analyzed in the form of percentage to find out the level of job satisfaction of college teachers.

The frequency and percentage distribution of job satisfaction level among college teachers of Nagaland indicates that 59% of college teachers have very high level of job satisfaction, 18% of college teachers are found to have high level of job satisfaction, 10% of college teachers have above average level of job satisfaction, 7% of college teachers have average level of job satisfaction, 3% of college teachers have below average satisfaction and 1% and 2% of college teachers are highly dissatisfied and dissatisfied. From the above table - 21 we can conclude that 94.25% of college teachers fall under above average in their job satisfaction scores and only 5.75% of college teachers fall under below average in their job satisfaction scores. Overall, all the college teachers fall under above average level in their job satisfaction scores.

Objective 2: To find out the level of teacher effectiveness among college teachers of Nagaland

For the present study the investigator selected five districts of Nagaland namely, Kohima, Wokha, Mokokchung, Peren and Mon. The data was collected from all the colleges of the five districts selected for the study and on the basis of administration of questionnaires the investigator collected data from 400 college teachers regarding teacher effectiveness. The data was analyzed respectively and graphically presented.

Table 22: Frequency and Percentage Distribution of Teacher Effectiveness level among College Teachers of Nagaland (N=400)

Sl. No.	Raw Scores	Teacher Effectiveness Level	Frequency	Percentage
1	68-169	Very Low	0	0.00
2	170-199	Low	0	0.00
3	200-269	Average	108	27.00
4	270-299	High	191	47.75
5	300-340	Very High	101	25.25
Total			400	100

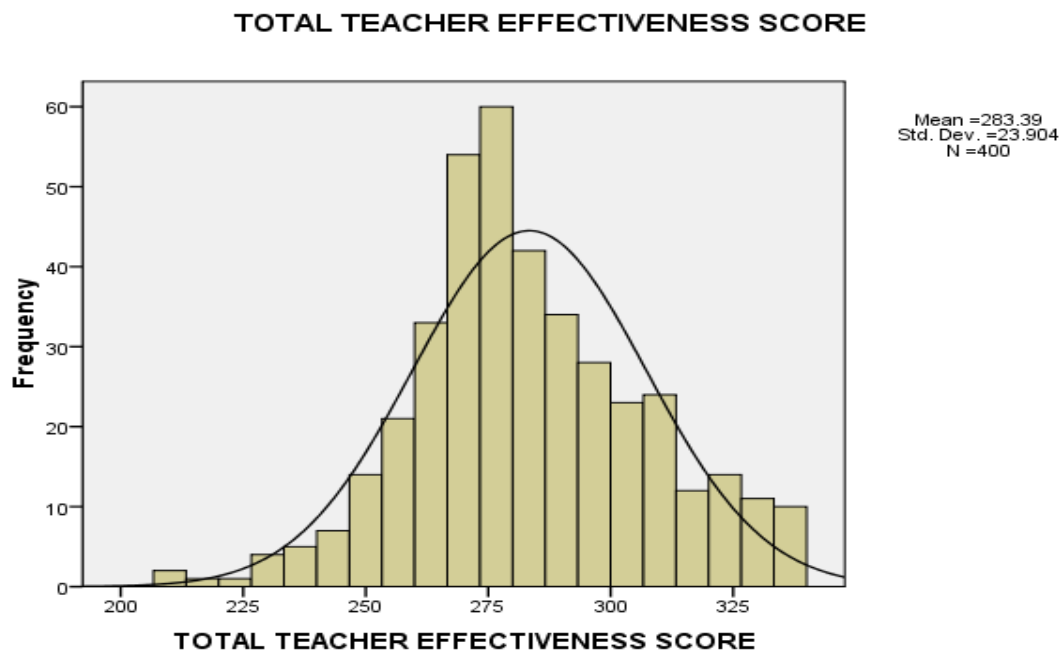


Figure 10: Graphical presentation of Teacher Effectiveness Score

Frequency and Percentage Distribution of Teacher Effectiveness Level among College Teachers of Nagaland (N=400)

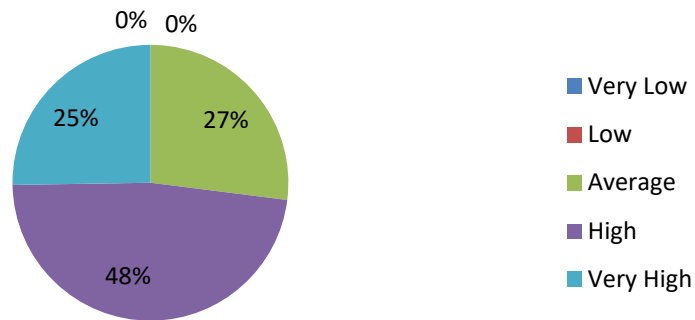


Figure 11: Graphical presentation Indicating Frequency and Percentage Distribution of Teacher Effectiveness Level

Figure-11 represents the frequency and percentage distribution of teacher effectiveness level among college teachers of Nagaland in correspondence to the objectives of the study. The overall data were analyzed in the form of percentages to find out the level of teacher effectiveness of college teachers.

The frequency and percentage distribution of teacher effectiveness level among college teachers of Nagaland indicates that 48% of college teachers have high level of teacher effectiveness, 27% of college teachers have average level of teacher effectiveness, 25% of college teachers have very high level of teacher effectiveness. No respondents expressed low and very low level of teacher effectiveness. Thus, from the above table - 22 we can conclude that 73% of college teachers fall under above average in their teacher effectiveness scores. Whereas 27% fall under average teacher effectiveness scores. Overall, all the college teachers fall under average and above average level in their teacher effectiveness scores.

4.4 Hypotheses-wise analysis of the Study

1. The Influence of Gender on Job Satisfaction

The job satisfaction mean scores of male and female college teachers were analyzed to find out the influence of gender on job satisfaction. The total sample consists of 400 college teachers, across five districts of Nagaland, out of which 152 are males and 248 females.

In the present investigation, on the basis of gender the college teachers were categorized into two groups. Male college teachers formed as group – I and female college teachers formed as group – II. The influence of ‘gender’ on job satisfaction of college teachers was investigated and the corresponding scores of male and female college teachers were analyzed accordingly. The influence of gender on job satisfaction was tested by employing t – test and the following hypothesis was framed. The results of which are presented in table – 23.

Hypothesis 1: There is no significant difference in the job satisfaction mean scores of male and female college teachers of Nagaland

Table 23: Influence of Gender on Job Satisfaction among College Teachers

Variable	Gender	N	Mean	S.D	t-value
Job Satisfaction	Male (Group-1)	152	260.86	26.301	0.760@
	Female (Group-2)	248	258.77	27.556	

Note: “@”: Indicates not significant at 0.05 level

An analysis of the table –23 indicates the differences in the mean score and standard deviation values of male college teachers is 260.86 and 26.301, and female college teachers is 258.77 and 27.556 respectively.

The overall computed t- value for job satisfaction is 0.760 which is lower than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among male and female college teachers of Nagaland” is accepted, for the variable ‘gender’ at 0.05 level of significance. This shows that, there was no significant difference in the job satisfaction among male and female college teachers of Nagaland.

2. The Influence of Type of Institution on Job Satisfaction

The job satisfaction mean scores of college teachers from government and private colleges were analyzed to find out the influence of type of institution on job satisfaction. The total sample consists of 400 college teachers, out of which 133 college teachers are from government and 267 from private colleges.

In the present investigation, on the basis of type of institution, the college teachers were categorized into two groups. Government College teachers formed as group – I and private college teachers formed as group – II. The influence of ‘type of institution’ on the job satisfaction of college teachers is investigated and the corresponding job satisfaction scores of two groups were analyzed accordingly. The influence of type of institution on job satisfaction was tested by employing t-test and the following hypothesis was framed. The results of which are presented in table - 24

Hypothesis 2: There is no significant difference in the job satisfaction mean scores of government and private college teachers of Nagaland

Table 24: Influence of Type of Institution on Job Satisfaction among College Teachers

Variable	Management	N	Mean	S.D	t-value
Job Satisfaction	Government (Group- 1)	133	263.73	26.123	2.217*
	Private (Group-2)	267	257.49	27.344	

Note: “*”: Indicates significant at 0.05 level

An analysis of the table –24 indicates the differences in the mean score and standard deviation value of government is 263.73 and 26.123 and private college teachers is 267.49 and 27.344 respectively.

The overall computed t- value for job satisfaction (2.217) is higher than the critical t- value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among government and private college teachers of Nagaland” is rejected for the variable ‘type of institution’ at 0.05 level of significance. This shows that, there was significant difference in the job satisfaction among government and private college teachers of Nagaland.

3. The Influence of Educational Qualifications on Job Satisfaction

The job satisfaction mean scores of college teachers based on their educational qualifications were analyzed to find out the influence of ‘educational qualifications’ on job satisfaction. The total sample consist of 400 college teachers out of which 289 college teachers have M.A qualification 50 have NET qualification 21 have M. Phil qualification and 40 have Ph.D. qualification.

In the present investigation, on the basis of educational qualifications, the college teachers were categorized into four groups. M.A qualified college teachers formed as group -1, NET qualified as group - 2, M. Phil qualified as group -3 and Ph.D. qualified as group - 4. The influence of educational qualifications on job satisfaction of college teachers is investigated and the corresponding job satisfaction scores of the four groups were analyzed accordingly. The influence of educational qualifications on job satisfaction is investigated by employing one way ANOVA technique and the following hypothesis was framed. The results are presented in Table - 25.

Hypothesis 3: There is no significant difference in the job satisfaction mean scores of college teachers of Nagaland based on their educational qualifications

Table 25: Difference in the mean scores of Job Satisfaction among College Teachers with respect to Educational Qualifications

Educational Qualifications	N	M	SD	Source of Variation	SS	Df	MS	‘F’ Value
M.A (Group-1)	289	261.27	26.762	Between Groups	4195.892	3	1398.631	1.922@
NET (Group-2)	50	253.92	28.310	Within Groups	288224.546	396	727.840	
M. Phil (Group-3)	21	250.43	35.555					
Ph.D. (Group- 4)	40	259.08	21.123	Total	292420.438	@: Not significant at 0.05 level		
Total	400	259.56	27.072					

Note: “@”: Indicates not significant at 0.05 level

An analysis of the table – 25 indicates the differences in the mean score and standard deviation value of college teachers with M.A qualification is 261.27 and 26.762, NET qualification is 253.92 and 28.310, M. Phil qualification is 250.43 and 35.555, and with Ph.D. Qualification is 259.08 and 21.123. The total mean score of job satisfaction among college

teachers with respect to their educational qualifications is 259.56 and standard deviation 27.072.

The overall computed F - value for job satisfaction (1.922) is lower than the critical F - value (2.60) for 3 and 396 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among college teachers of Nagaland based on their educational qualifications” is accepted for the variable ‘educational qualification’ at 0.05 level of significance. This shows that, there was no significant difference in the job satisfaction among college teachers of Nagaland based on their educational qualifications.

4. The Influence of Years of Teaching Experience on Job Satisfaction

The job satisfaction scores of college teachers having various years of teaching experience were analyzed to find the influence of years of ‘teaching experience’ on job satisfaction. The total sample consists of 400 college teachers out of which 290 college teachers are having 1 to 10 years of teaching experience, 81 are having 11 to 20 years of teaching experience, 25 are having 21 to 30 years of teaching experience and 4 are having 31 years and above teaching experience.

In the present investigation, on the basis of various years of teaching experience the college teachers were categorized into four groups. 1 to 10 years of teaching experience formed as group -1, 11 to 20 years of teaching experience formed as group -2, 21 to 30 years of teaching experience formed as group -3 and 31 and above of teaching experience formed as group- 4. The influence of years of teaching experience on the job satisfaction of college teachers is investigated. The corresponding job satisfaction scores of four groups were analyzed accordingly. The influence of educational qualification on job satisfaction was tested by employing one way ANOVA technique and the following hypothesis was framed. The results are presented in table - 26.

Hypothesis 4: There is no significant difference in the job satisfaction mean scores of college teachers of Nagaland having various years of teaching experience

Table 26: Difference in the Mean Scores of Job Satisfaction among College Teachers with respect to Years of Teaching Experience

Teaching Experience	N	M	SD	Source of Variation	SS	df	MS	'F' Value
1 To 10 Years	290	258.36	27.582	Between Groups	1659.415	3	553.138	0.753@
11 To 20 Years	81	262.22	25.931	Within Groups	290761.023	396	734.245	
21 To 30 Years	25	264.72	18.689					
31 and Above	4	260.50	53.904	Total	290761.023	@: Not significant at 0.05 level		
Total	400	259.56	27.072					

Note: “@”: Indicates not significant at 0.05 level

An analysis of the table – 26 indicates the differences in the mean score and standard deviation value of college teachers with respect to years of teaching experience. The mean score of group-1 is 258.36 and standard deviation 27.582, group -2 is 262.22 and 25.931, group- 3 is 264.72 and 18.689 and group-4 is 260.50 and 53.904 respectively. The total mean score of job satisfaction among college teachers with respect to years of teaching experience is 259.56 and standard deviation value is 27.072.

The overall computed F - value for job satisfaction (0.753) is lower than the critical F - value (2.60) for 3 and 396 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among college teachers of Nagaland having various years of teaching experience” is accepted for the variable ‘teaching experience’ at 0.05 level of significance. This shows that, there was no significant difference in the job satisfaction among college teachers of Nagaland having various years of teaching experience.

5. The Influence of Gender on Teacher Effectiveness

Teacher effectiveness scores of male and female college teachers were analyzed to find out the influence of gender on teacher effectiveness. The total sample consists of 400 college teachers, across five districts of Nagaland, out of which 152 are males and 248 females.

In the present investigation, On the basis of gender, the college teachers were categorized into two groups. Male college teachers formed as group- I and female college teachers formed as group –2. The influence of ‘gender’ on the teacher effectiveness of college teachers is investigated and the corresponding teacher effectiveness scores of two groups were analyzed accordingly. The influence of gender on teacher effectiveness was tested by employing ‘t’ – test and the following hypothesis was framed. The results of which are presented in table – 27.

Hypothesis 5: There is no significant difference in the teacher effectiveness mean scores of male and female college teachers of Nagaland

Table 27: Influence of Gender on Teacher Effectiveness among College Teachers

Variable	Gender	N	Mean	S.D	t-value
Academic and Professional Knowledge	Male	152	25.18	2.412	3.008*
	Female	248	24.35	3.059	
Preparation and Presentation of lesson plan and classroom Management	Male	152	61.76	5.720	.816@
	Female	248	61.25	6.385	
Attitude towards Students, Parents, Colleagues and Head	Male	152	61.10	5.734	1.002@
	Female	248	60.48	6.308	
Use of Motivation, Reward and Punishment	Male	152	29.12	3.169	1.327@
	Female	248	28.69	3.286	
Results, Feedback and Accountability	Male	152	41.78	4.054	1.903@
	Female	248	42.61	4.463	
Personal Qualities	Male	152	65.35	6.050	.669@
	Female	248	64.92	6.356	
Total Teacher Effectiveness Score	Male	152	284.39	23.593	.654@
	Female	248	282.79	24.119	

Note: “@”: Indicates not significant at 0.05 level

“*”: Indicates significant at 0.05 level

An analysis of the table –27 indicates the difference in the total mean score and standard deviation value of teacher effectiveness of male and female college teachers was 284.39 and 23.593 and 282.79 and 24.119.

It was found that there was no significant difference in the areas of Preparation and Presentation of lesson plan and classroom Management, Attitude towards Students, Parents, Colleagues and Head, Use of Motivation, Reward and Punishment, Results, Feedback and Accountability and Personal Qualities of male and female college teachers as the calculated t - values are lesser than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance. Whereas it was found that there was significant difference in the area of academic and professional knowledge between male and female college teachers as the calculated t - value (3.008) is greater than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance.

The overall computed t – value for teacher effectiveness (.654) is lower than the critical t – value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the teacher effectiveness among male and female college teachers of Nagaland is accepted, for the variable ‘gender’ at 0.05 level of significance. This shows that, there was no significant difference in the teacher effectiveness among male and female college teachers of Nagaland.

6. The Influence of Type of Institution on Teacher Effectiveness

Teacher effectiveness scores of college teachers from government and private college were analyzed to find out the influence of type of institution on teacher effectiveness. The total sample consists of 400 college teachers out of which 133 college teachers are from government colleges and 267 from private colleges.

In the present investigation, on the basis of type of institution the college teachers were categorized into two groups. Government college teachers formed as group – I, private college teachers formed as group – II and the influence of type of institution on teacher effectiveness of college teachers was investigated and the corresponding teacher effectiveness scores of two groups were analyzed accordingly. The influence of type of institution on teacher effectiveness was tested by employing ‘ t ’ – test and the following hypothesis is framed. The results of which are presented in table -28

Hypothesis 6: There is no significant difference in the teacher effectiveness mean scores of government and private college teachers of Nagaland

Table 28: Influence of Type of Institution on Teacher Effectiveness among College Teachers

Variable	Management	N	Mean	S. D	t-value
Academic & Prof Knowledge	Government	133	25.17	3.269	2.318*
	Private	267	24.42	2.596	
Preparation & Presentation & Management	Government	133	61.95	6.289	1.141@
	Private	267	61.19	6.059	
Attitude towards Students, Parents, Colleagues, Head	Government	133	61.76	5.594	2.523*
	Private	267	60.20	6.278	
Use of Motivation Reward and Punishment	Government	133	29.11	3.430	1.069@
	Private	267	28.73	3.149	
Results, Feedback & Accountability	Government	133	42.86	4.303	1.867@
	Private	267	42.01	4.317	
Personal qualities	Government	133	66.14	5.858	2.476*
	Private	267	64.56	6.363	
Total Teacher Effectiveness Score	Government	133	287.58	23.943	2.477*
	Private	267	281.31	23.653	

Note: “@”: Indicates not significant at 0.05 level

“*”: Indicates significant at 0.05 level

An analysis of the table –28 indicates the difference in the total mean score and standard deviation value of teacher effectiveness of government and private college teachers is 287.58 and 23.943 and 281.31 and 23.653.

It is found that there was significant difference between government and private college in the areas of academic and professional knowledge, Attitude towards Students, Parents, Colleagues, Head and Personal qualities as the calculated t - values are greater than the critical t-value (1.96) at 0.05 level of significance. Whereas it was found that there was no significant difference in the areas of Preparation and Presentation of lesson plan and classroom Management, Use of Motivation, Reward and Punishment, Results, Feedback & Accountability of male and female college teachers as the calculated t - values are lesser than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance.

The overall computed t - value for teacher effectiveness (2.477) is greater than the critical t- value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that

“there is no significant difference in the teacher effectiveness among government and private college teachers of Nagaland” is rejected, for the variable ‘gender’ at 0.05 level of significance. This shows that, there was significant difference in the teacher effectiveness among government and private college teachers of Nagaland.

7. The Influence of Educational Qualifications on Teacher Effectiveness

Teacher effectiveness scores of college teachers having different educational qualifications were analyzed to find out the influence of ‘educational qualifications’ on teacher effectiveness. The total sample consists of 400 college teachers out of which 289 college teachers have M.A qualification, 50 have NET qualification, 21 have M. Phil qualification and 40 have Ph.D. qualification.

In the present investigation, on the basis of educational qualification, the college teachers were categorized into four groups. M.A qualified college teachers formed as group-1, NET qualified as group-2, M. Phil qualified as group -3 and Ph.D. qualified as group-4. The influence of educational qualifications on teacher effectiveness of college teachers was investigated and the corresponding teacher effectiveness scores of the four groups were analyzed accordingly. The influence of educational qualifications on teacher effectiveness is tested by employing one - way ANOVA technique and the following hypothesis is framed. The results of which are presented in table - 29

Hypothesis 7: There is no significant difference in the teacher effectiveness mean scores of college teachers of Nagaland based on their educational qualifications

Table 29: Difference in the Mean Scores of Teacher Effectiveness among College Teachers with respect to Educational Qualifications

Educational Qualifications	N	M	SD	Source of Variation	SS	Df	MS	‘F’ Value
M.A	289	284. 21	22.745	Between Groups	2135.685	3	711.895	1.248@
NET	50	281.64	23.271	Within	225849.905	396	570.328	

M.Phil	21	274.29	29.489	Groups				
Ph.D	40	284.48	29.060	Total	227985.590	@: Not significant at 0.05 level		
Total		283.40	23.904					

Note: “@”: Indicates not significant at 0.05 level

An analysis of the table –29 indicates the mean score and standard deviation value of college teachers with respect to educational qualifications. College teachers with M.A qualification is 284.21 and 22.745, with NET is 281.64 and s 23.271, with M. Phil is 274.29 and 29.489 and Ph.D. is 284.48 and 29.060. The total mean score is 283.40 and standard deviation 23.904.

The overall computed F - value for teacher effectiveness (1.248) is lower than the critical F- value (2.60) for 3 and 396 df at 0.05 level of significance. Hence, the hypothesis stated that ‘there is no significant difference in the teacher effectiveness among college teachers of Nagaland based on their educational qualifications’ is accepted for the variable type of institution at 0.05 level of significance. This shows that, there was no significant difference in the teacher effectiveness among college teachers of Nagaland based on their educational qualifications.

8. The Influence of Years of Teaching Experience on Teacher Effectiveness

Teacher effectiveness scores of college teachers having various years of teaching experience were analyzed to find out the influence of years of teaching experience on teacher effectiveness. The total sample consists of 400 college teachers out of which 290 college teachers are teaching for 1 to 10 years, 81 for 11 to 20 years, 25 for 21 to 30 years and 4 for 31 years and above.

In the present investigation, On the basis of various years of teaching experience the college teachers are categorized into four groups. 1 to 10 years formed as group-1, 11 to 20 years formed as group-2, 21 to 30 years formed as group-3 and 31 and above formed as group-4 and the influence of various years of teaching experience on teacher effectiveness of college teachers was investigated and the corresponding teacher effectiveness scores of four groups were analyzed accordingly. The influence of years of ‘teaching experience’ on teacher effectiveness is

tested by employing one - way ANOVA technique and the following hypothesis is framed. The results are presented in table- 30

Hypothesis - 8: There is no significant difference in the teacher effectiveness mean scores of college teachers of Nagaland having various years of teaching experience

Table 30: Difference in the Mean Scores of Teacher Effectiveness among College Teachers with respect to Years of Teaching Experience

Teaching Experience	N	M	SD	Source of Variation	SS	Df	MS	'F' Value
1 To 10 Years	290	281.46	23.356	Between Groups	4246.720	3	1415.573	2.505@
11 To 20 Years	81	287.57	26.617	Within Groups	223738.870	396	564.997	
21 To 30 Years	25	291.48	19.406					
31 and Above	4	288.75	11.117	Total	227985.590	@: Not significant at 0.05 level		
Total	400	283.40	23.904					

Note: “@”: Indicates not significant at 0.05 level

An analysis of the table – 30 indicates the difference in the mean score and standard deviation value of college teachers with respect to their years of teaching experience. The mean value of college teachers in Group -1 is 281.46 and standard deviation 23.356, group – 2 is 287.57 and 26.617, group – 3 is 291.48 and 19.406 and group -4 is 288.75 and 11.117. The total mean score is 283.40 and standard deviation value 23.904.

The overall computed F -value for teacher effectiveness (2.505) is lower than the critical F - value (2.60) for 3 and 396 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the teacher effectiveness among college teachers of Nagaland having various years of teaching experience” is accepted, for the variable ‘teaching experience’ at 0.05 level of significance. This shows that, there was no significant difference in the teacher effectiveness among college teachers of Nagaland having various years of teaching experience.

4.5 Correlation between Job satisfaction and Teacher Effectiveness

Correlation is a tool of ascertaining the degree of relationship between two variables the objective of correlation analysis is to study the nature of relationship between the variables. Job satisfaction and teacher effectiveness are highly complex, many factors influence them and the contribution of each factors may vary widely. For the present study, correlation was applied to

find out the correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland.

Hypothesis 9: There is no significant correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland

The above hypothesis is tested by employing ‘correlations’ the results of which are presented in Table- 31.

Table 31: Correlation between Job satisfaction and Teacher effectiveness

Correlations		Job Satisfaction	Teacher Effectiveness
Job Satisfaction	Pearson Correlation	1	.424**
	Sig. (2-tailed)		.000
	N	400	400
Teacher Effectiveness	Pearson Correlation	.424**	1
	Sig. (2-tailed)	.000	
	N	400	400

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Table 32: Correlation Coefficient between Job Satisfaction and Teacher Effectiveness among College Teachers of Nagaland

Variable	Teacher Effectiveness	Remark
Job Satisfaction	.424**	P<0.01

From the table-32 it is evident that the correlation coefficient between job satisfaction and teacher effectiveness among college teachers of Nagaland is 0.424 which is positive and significant at 0.01 level. It shows that job satisfaction and teacher effectiveness among college teachers were positively and significantly correlated. Therefore the null hypothesis stated that “there is no significant correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland” is rejected. The results indicate that there was significant correlation between job satisfaction and teacher effectiveness.

4.6 Summary of Data analysis and Interpretation

Objective 1: To find out the level of job satisfaction among college teachers of Nagaland

The findings indicated that 94.25% of college teachers fall under above average in their job satisfaction scores and only 5.75% of college teachers fall under below average in their job

satisfaction scores. Overall, all the college teachers fall under above average level in their job satisfaction scores.

Objective 2: To find out the level teacher effectiveness among college teachers of Nagaland.

The findings indicated that 73% of college teachers fall under above average in their teacher effectiveness scores. Whereas 27% fall under average teacher effectiveness scores. Overall, all the college teachers fall under average and above average level in their teacher effectiveness scores.

Objective 3: To find out the level of job satisfaction among college teachers of Nagaland with respect to gender

Hypothesis 1: There is no significant difference in the job satisfaction mean scores of male and female college teachers of Nagaland

The overall computed t- value for job satisfaction is 0.760 which is lower than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among male and female college teachers of Nagaland” is accepted, for the variable ‘gender’ at 0.05 level of significance.

Objective 4: To find out the level of job satisfaction among college teachers of Nagaland with respect to type of institution

Hypothesis 2: There is no significant difference in the job satisfaction mean scores of government and private college teachers of Nagaland

The overall computed t- value for job satisfaction (2.217) is higher than the critical t- value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among government and private college teachers of Nagaland” is rejected for the variable ‘type of institution’ at 0.05 level of significance.

Objective 5: To find out the level of job satisfaction among college teachers of Nagaland with respect to educational qualifications

Hypothesis 3: There is no significant difference in the job satisfaction mean scores of college teachers of Nagaland based on their educational qualifications

The overall computed F- values for job satisfaction (1.922) is lower than the critical F - value (2.60) for 3 and 396 df at 0.05 level of significance. Hence, the hypothesis stated that “There is no significant difference in the job satisfaction among college teachers of Nagaland based on

their educational qualifications” is accepted for the variable ‘educational qualification’ at 0.05 level of significance.

Objective 6: To find out the level of job satisfaction among college teachers of Nagaland with respect to teaching experience

Hypothesis 4: There is no significant difference in the job satisfaction mean scores of college teachers of Nagaland having various years of teaching experience

The overall computed F - value for job satisfaction (.753) is lower than the critical F - value (2.60) for 3 and 396 df at 0.05 level of significance. Hence, the hypothesis stated that “There is no significant difference in the job satisfaction among college teachers of Nagaland having various years of teaching experience” is accepted for the variable ‘teaching experience’ at 0.05 level of significance.

Objective 7: To find out the level of teacher effectiveness among college teachers of Nagaland with respect to gender

Hypothesis 5: There is no significant difference in the teacher effectiveness mean scores of male and female college teachers of Nagaland

The overall computed t – value for teacher effectiveness (0.654) is lower than the critical t- value (1.96) for 1 and 398 df at 0.05 level. Hence, the hypothesis stated that “There is no significant difference in the teacher effectiveness among male and female college teachers of Nagaland” is accepted for the variable ‘gender’ at 0.05 level of significance.

Objective 8: To find out the level of teacher effectiveness among college teachers of Nagaland with respect to type of institution

Hypothesis 6: There is no significant difference in the teacher effectiveness mean scores of government and private college teachers of Nagaland

The overall computed t - value for teacher effectiveness (2.477) is greater than the critical t - value (1.96) for 1 and 398 df at 0.05 level. Hence, the hypothesis stated that “There is no significant difference in the teacher effectiveness among government and private college teachers of Nagaland” is rejected for the variable ‘type of institution’ at 0.05 level of significance.

Objective 9: To find out the level of teacher effectiveness among college teachers of Nagaland with respect to educational qualifications

Hypothesis 7: There is no significant difference in the teacher effectiveness mean scores of college teachers of Nagaland based on their educational qualifications

The computed F -value for teacher effectiveness (1.248) is less than the critical F- value (2.60) for 3 and 396 df at 0.05 level. Hence, the hypothesis stated that “There is no significant difference in the teacher effectiveness among college teachers of Nagaland based on their educational qualifications” is accepted for the variable ‘type of institution’ at 0.05 level of significance.

Objective 10: To find out the level of teacher effectiveness among college teachers of Nagaland with respect to teaching experience

Hypothesis 8: There is no significant difference in the teacher effectiveness mean scores of college teachers of Nagaland having various years of teaching experience

The computed F -values for Teacher Effectiveness (2.505) is lesser than the critical F - value (2.60) for 3 and 396 df at 0.05 level. Hence, the hypothesis stated that “There is no significant difference in the teacher effectiveness among college teachers of Nagaland having various years of teaching experience” is accepted for the variable ‘teaching experience’ at 0.05 level of significance.

Hypothesis 9: There is no significant correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland

It is evident from the obtained scores that the correlation coefficient between job satisfaction and teacher effectiveness among college teachers of Nagaland is 0.424 which is positive and significant at 0.01 level with $df=398$. It shows that job satisfaction and teacher effectiveness among college teachers were positively and significantly correlated. Therefore the hypothesis “there is no significant correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland” is rejected.

CHAPTER – V

FINDINGS OF THE STUDY, DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

The intention of this study was to explore the job satisfaction among college teachers of Nagaland in relation to teacher effectiveness. The findings are based on the responses produced by the data using standardized tool of job satisfaction and teacher effectiveness scale. The data collected were analyzed and interpreted using statistical techniques mean, standard deviation, t-test, F – test, ANOVA and Correlation. The entire research exercise would be futile without discussions. In order to provide the significance of the results, major findings were discussed, educational implications and recommendations were derived and conclusions were drawn accordingly.

5.2 Findings from Sample Distribution among Different Personal and Socio-Demographic variables

1. An analysis of the data revealed that 62% are female and 38% are male college teachers.
2. An analysis of the data revealed that 33% of college teachers are from government colleges and 67% are from private colleges.
3. An analysis of the data revealed that 72% of college teachers are having M.A qualification, 13% NET, 5% M. Phil and 10% Ph.D. qualification.
4. An analysis of the data revealed that 73% have a teaching experience of 1- 10 years, 20% have 11 – 20 teaching experience, 6% have 21 – 30 years of teaching experience and 1% have 31 years of teaching experience.

5.3 Objective-wise Findings of the Study

The statistical treatment of the data in correspondence to the objectives of the study reveals the following findings.

Objective 1: To find out the job satisfaction among college teachers of Nagaland in total and in relation to gender, educational qualifications and type of institution.

i. The distribution of scores of job satisfaction revealed that, 94.25% of college teachers fall under above average in their job satisfaction scores and only 5.75% of college teachers fall under below average in their job satisfaction scores. Overall, the college teachers falls under above average level in their job satisfaction scores.

ii. The mean score of male college teachers (260.86) is slightly more than the female College teachers mean score (258.77).

iii. The mean score of Government College teachers (263.73) is more than the mean score of private college teachers mean score (257.49).

iv. The mean score of college teachers with M.A qualification (261.27) and Ph.D. qualification (259.08) is slightly more than the mean score of NET (253.92) and M.Phil (250.43) qualified college teachers. The total mean score of job satisfaction among college teachers with respect to their educational qualifications was 259.56 and standard deviation was 27.072

v. The mean score of college teachers who are teaching for 11 to 20 years (262.22) and 21 to 30 years (264.72) is slightly more than the mean score of college teachers who are teaching for 1 to 10 years (258.36) and 31 years and above (260.50). The total mean score of job satisfaction among college teachers with respect to years of teaching experience is 259.56 and standard deviation was 27.072.

Objective 2: To find out the teacher effectiveness among college teachers of Nagaland in total and in relation to gender, type of institution, educational qualifications and years of teaching experience.

i. The distribution of scores of teacher effectiveness revealed that, 73% of college teachers fall under above average in their teacher effectiveness scores. Whereas 27% fall under average

teacher effectiveness scores. Overall, all the college teachers fall under average and above average level in their teacher effectiveness scores.

ii. The mean score of male college teachers (284.39) is slightly more than the mean score of female college teachers (282.79).

iii. The mean score of government college teachers is (287.58) is more than the mean score of private college (281.31).

iv. The mean scores of college teachers with M.A (284.21) and Ph.D. (284.48) qualifications are slightly more than the mean score of NET (281.64) and M.Phil (274.29) qualified college teachers. The total mean score of teacher effectiveness among college teachers with respect to educational qualifications is 283.40 and standard deviation is 23.904.

v. The mean score of college teachers who are teaching for 21 to 30 years (291.48) and 31 years and above (288.75) is slightly more than the mean score of college teachers who are teaching for 1 to 10 years (281.46) and 11 to 20 years (287.57). The total mean score of teacher effectiveness among college teachers with respect to years of teaching experience is 283.40 and standard deviation is 23.904.

5.4 Hypotheses-wise findings of the Study

Hypothesis 1: There was no significant difference in the job satisfaction among male and female college teachers of Nagaland

i. The overall computed t- value for job satisfaction is 0.760 which is lower than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among male and female college teachers of Nagaland” is accepted, for the variable ‘gender’ at 0.05 level of significance. This shows that, there was no significant difference in the job satisfaction among male and female college teachers of Nagaland.

ii. The mean score of male college teachers (260.86) is slightly more than the mean score of female college teachers (258.77)

iii. Overall, the variable gender do not have any significant influence on job satisfaction level among college teachers of Nagaland.

Hypothesis 2: There was significant difference in the job satisfaction among government and private college teachers of Nagaland.

i. The overall computed t- value for job satisfaction (2.217) is higher than the critical t- value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among government and private college teachers of Nagaland” is rejected for the variable ‘type of institution’ at 0.05 level of significance. This shows that, there was significant difference in the job satisfaction among government and private college teachers of Nagaland.

ii. The mean score of government college teachers (263.73) is more than the mean score of private college teachers (257.49).

iii. Government college teachers have comparatively more job satisfaction than private college teachers and the level of job satisfaction among college teachers of Nagaland differs with respect to type of institution.

iv. Overall, the variable type of institution has significant influence on job satisfaction level among college teachers of Nagaland.

Hypothesis 3: There was no significant difference in the job satisfaction among college teachers of Nagaland based on their educational qualifications

i. The overall computed F - value for job satisfaction (1.922) is lower than the critical F - value (2.60) for 3 and 396 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among college teachers of Nagaland based on their educational qualifications” is accepted for the variable ‘educational qualifications’ at 0.05 level of significance. This shows that, there was no significant difference in the job satisfaction among college teachers of Nagaland based on their educational qualifications.

ii. The mean score of college teachers with M.A qualification (261.27) and Ph.D. qualification (259.08) is slightly more than the mean score of NET (253.92) and M.Phil (250.43) qualified college teachers.

iii. Overall, the variable educational qualifications do not have any significant influence on job satisfaction level among college teachers of Nagaland.

Hypothesis 4: There was no significant difference in the job satisfaction among college teachers of Nagaland having various years of teaching experience.

i. The overall computed F - value for job satisfaction (0.753) is lower than the critical F - value (2.60) for 3 and 396 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among college teachers of Nagaland having various years of teaching experience” is accepted for the variable ‘teaching experience’ at 0.05 level of significance. This shows that, there was no significant difference in the job satisfaction among college teachers of Nagaland having various years of teaching experience.

ii. The mean score of college teachers who are teaching for 11 to 20 years (262.22) and 21 to 30 years (264.72) is slightly more than the mean score of college teachers who are teaching for 1 to 10 years (258.36) and 31 years and above (260.50).

iii. Overall, the variable years of teaching experience do not have any significant influence on the job satisfaction level among college teachers of Nagaland.

Hypothesis 5: There was no significant difference in the teacher effectiveness among male and female college teachers of Nagaland

i. The overall computed t – value for teacher effectiveness (.654) is lower than the critical t – value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the teacher effectiveness among male and female college teachers of Nagaland is accepted, for the variable ‘gender’ at 0.05 level of significance. This shows that, there was no significant difference in the teacher effectiveness among male and female college teachers of Nagaland.

ii. There was significant difference between male and female college teachers with respect to their teacher effectiveness in the area of academic and professional Knowledge, as the computed t-value (3.008) is greater than the critical t - value of (1.96) for 1 and 398 df at 0.05 level of significance. Male college teachers have more teacher effectiveness in this area than female college teachers

iii. There was no significant difference between male and female college teachers with respect to their teacher effectiveness in the area of preparation and presentation of lesson plan and classroom management.

iv. There was no significant difference between male and female college teacher with respect to their teacher effectiveness in the area of attitude towards students, parents, colleagues and head of institution.

v. There was no significant difference between male and female college teachers with respect to their teacher effectiveness in the area of use of motivation, reward and punishment and interest in all round development of students.

vi. There was no significant difference between male and female college teachers with respect to their teacher effectiveness in the area of result, feedback and accountability.

vii. There was no significant difference between male and female college teachers with respect to their teacher effectiveness in the area of personal qualities.

viii. The mean score of male college teachers (284.39) is slightly more than the mean score of female college teachers (282.79)

ix. Overall, the variable gender does not influence teacher effectiveness among college teachers of Nagaland.

Hypothesis 6: There was significant difference in the teacher effectiveness among government and private college teachers of Nagaland

i. The overall computed t - value for teacher effectiveness (2.477) is greater than the critical t-value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the teacher effectiveness among government and private

college teachers of Nagaland” is rejected, for the variable ‘gender’ at 0.05 level of significance. This shows that, there was significant difference in the teacher effectiveness among government and private college teachers of Nagaland.

ii. The mean score of government college teachers is (287.58) is slightly more than the mean score of private college mean score (281.31). The government college teachers have more teacher effectiveness than private college teachers.

iii. There was significant difference in the teacher effectiveness in the area of academic and professional knowledge, as the computed t-value (2.318) is greater than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance. Government college teachers have more teacher effectiveness in this area than private college teachers

iv. There was significant difference in the teacher effectiveness in the area of attitude towards students, parents, colleagues and head as the computed t -value (2.523) is greater than the critical t – value (1.96) for 1 and 398 df at 0.05 level of significance. Government college teachers have more teacher effectiveness in this area than private college teachers.

v. There was significant difference in the teacher effectiveness in the area of personal qualities as the computed t-value (2.476) is greater than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance. Government college teachers have more teacher effectiveness in this area than private college teachers

vi. There was no significant difference in the teacher effectiveness in the area of preparation and presentation of lesson plan, classroom management.

vii. There was no significant difference in the teacher effectiveness in the area of use of motivation, reward and punishment and interest in all round development of students.

viii. There was no significant difference in the teacher effectiveness in the area of result and feedback accountability.

ix. Government college teachers have comparatively more teacher effectiveness than private college teachers and the level of teacher effectiveness among college teachers of Nagaland differs with respect to type of institution.

x. Overall, the variable type of institution influence teacher effectiveness among college teachers of Nagaland

Hypothesis 7: There was no significant difference in the teacher effectiveness among college teachers of Nagaland based on their educational qualifications

i. The overall computed F - value for teacher effectiveness (1.248) is lower than the critical F-value (2.60) for 3 and 396 df at 0.05 level of significance. Hence, the hypothesis stated that ‘there is no significant difference in the teacher effectiveness among college teachers of Nagaland based on their educational qualifications’ is accepted for the variable type of institution at 0.05 level of significance. This shows that, there was no significant difference in the teacher effectiveness among college teachers of Nagaland based on their educational qualifications.

ii. The mean score of college teachers with M.A (284.21) and Ph.D. (284.48) qualifications is slightly more than the mean score of NET (281.64) and M.Phil (274.29) qualified college teachers.

iii. Overall, the variable educational qualifications do not influence teacher effectiveness level among college teachers of Nagaland

Hypothesis 8: There was no significant difference in the teacher effectiveness among college teachers of Nagaland having various years of teaching experience.

i. The overall computed F -value for teacher effectiveness (2.505) is lower than the critical F - value (2.60) for 3 and 396 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the teacher effectiveness among college teachers of Nagaland having various years of teaching experience” is accepted, for the variable ‘teaching experience’ at 0.05 level of significance. This shows that, there was no significant difference in the teacher effectiveness among college teachers of Nagaland having various years of teaching experience.

ii. The mean score of college teachers who are teaching for 21 to 30 years (291.48) and 31 years and above (288.75) is slightly more than the mean score of college teachers who are teaching for 1 to 10 years (281.46) and 11 to 20 years (287.57)

iii. Overall, the variable years of teaching experience do not influence teacher effectiveness among college teachers of Nagaland.

5.5 Findings on Correlation between Job Satisfaction and Teacher Effectiveness

The correlation is tested by employing correlation. The results reveal, that there was significant correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland. The correlation coefficient between job satisfaction and teacher effectiveness among college teachers of Nagaland is 0.424 was positive and significant at 0.01 level with $df=398$. It shows that job satisfaction and teacher effectiveness among college teachers were positively and significantly correlated. The level of job satisfaction has a significant influence on the teacher effectiveness among college teachers of Nagaland.

5.6 Major Findings of the Study

- i. The job satisfaction of college teachers of Nagaland falls under above average level.
- ii. The teacher effectiveness of college teachers of Nagaland falls under average and above average level.
- iii. There was no significant difference in the job satisfaction with respect to gender.
- iv. There was significant difference in the job satisfaction level with respect to type of institution.
- v. There was no significant difference in the job satisfaction level with respect to educational qualifications.
- vi. There was no significant difference in the job satisfaction level with respect to years of teaching experience.
- vii. There was no significant difference in the teacher effectiveness level with respect to gender.
- viii. There was significant difference in the teacher effectiveness level with respect to type of institution.
- ix. There was no significant difference in the teacher effectiveness level with respect to educational qualifications.
- x. There was no significant difference in the teacher effectiveness level with respect to years of teaching experience.
- xi. There was significant correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland

5.7 Discussions on Findings

The findings obtained are further discussed to have an in-depth understanding on the study of job satisfaction and teacher effectiveness among college teachers of Nagaland and also to provide clarity of the findings.

i. The findings of the study indicates that the overall job satisfaction level of college teachers in Nagaland was above average which is a good sign for the improvement of education in the state as studies indicate that job satisfaction is linked with efficiency and productivity. Buitendach et al. (2005) linked job satisfaction to increased productivity and organizational effectiveness as satisfied and self-motivated workers significantly enhance productivity and lead to higher organizational effectiveness. It is essential that proper attention be paid to the kind of work environment that enhances teachers' sense of professionalism and decreases their job dissatisfaction. Katharing (2002) also states that there is positive impact of teacher job satisfaction on education quality and that therefore, education quality could be influenced by influencing teacher job satisfaction. Job satisfaction also leads to increase productivity as it is also evident that when the level of satisfaction is high, absenteeism rate tends to be low and vice versa Massari (2005).

ii. The present study has indicated that the variable gender do not influence job satisfaction of college teachers of Nagaland. The findings of this study is in consonance with the study conducted by Indira Shrestha (2019) whose findings indicated that gender did not influence job satisfaction of university faculties in Nepal. Das and Panda (1995) found no significant difference in the degree of job satisfaction among male and female college teachers. Timothy Lewis (1997) also indicated that gender did not influence either job satisfaction or career commitment.

Contradictory results were reported by Mishra (2011) who in his study, indicated that female teachers were more satisfied in their job than their male counterparts. Oladosu Christianah Tinu et al. (2015) also indicated that gender has a significant influence on job satisfaction of lecturers of colleges of education.

iii. The findings of the present study also indicate that the variable type of institution influence job satisfaction of college teachers of Nagaland. It shows that private college teachers have less

job satisfaction than government college teachers. This is a setback for the educational scene in the state as the private colleges shoulder majority of the burden in the higher education sector. The reasons for such results maybe because private college teachers do not enjoy the same monetary benefits and other perks government college teachers enjoy. The findings of this study is in consonance with the study conducted by Kaur Sarbjit and Kumar Dinesh (2008) findings of their study revealed that government college teachers have more job satisfaction than non-government college teachers and also non- government teachers experience more stress. Saraswati (2013) in her study indicated that lectures of government colleges had more satisfaction in relation to general working conditions, pay and promotion potential and working relationships. Rashmi (2013) also found in her study that non- government teachers showed dissatisfaction because of job security.

Contradictory results were reported by Ramakrishnaiah, D (1989) in his study on job satisfaction of college teachers, found that type of management did not have any significant influence on the job satisfaction of the teachers. Rather those with favorable attitude were more satisfied with their job. Amudha Devi, Velayudhan,A. (2003) also in their study, revealed that though the work environment and other facilities were significantly better in the private colleges. The overall job satisfaction of lecturers from both type of management had the same level of job satisfaction.

iv. The findings of the present study indicate that the variable educational qualifications do not influence job satisfaction of college teachers. The reason for such results maybe because educational qualifications may enhance knowledge but not necessarily influence job satisfaction. The findings of this study is in consonance with the study conducted by Scott and Taylor (2005) which indicated that education was not related to any of the job satisfaction constructs. Lavinga (1974) in her study also found that academic qualifications did not seem to have any relationship with job satisfaction, rather job efficiency was positively related with job satisfaction. Nasir and Zaki (2009) revealed that Postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers. Teachers holding only postgraduate degree were significantly more satisfied than the teachers holding Ph. D. degree. Sylvester (2010) also found no significant difference between teacher educators having M. Ed and M. Phil with regard to job

satisfaction in their profession. Paul and Phua (2011) indicated that academic qualification, showed no significant difference in the job satisfaction level.

Contradictory results were reported by Surjit Bordhan (2015) who found that those more qualified, were more satisfied in their job. Vyas (2002). Annierah et al (2013) in their study also indicated that educational attainments were significant to job satisfaction.

v. As the findings of the present study indicates that the variable years of teaching experience do not influence job satisfaction of college teachers. The findings of the present study is in consonance with the study conducted by Bhuyan, B. & Choudhary, M (2002) who revealed no significant difference in job satisfaction among college teachers with respect to experience. Sylvester (2010) Indicated that total number of years of teaching experience did not influence job satisfaction of teachers. Hardman (1996) in his study revealed no statistical significant relationship between years of educational experience and job satisfaction.

Contradictory results of these findings is stated by Surjit Bordhan (2015) in his study on job satisfaction of teacher educators, found those with less teaching experience and younger in age were more satisfied in their job. Alemi (2014) found that teacher educators who taught for a long time were slightly less satisfied from all aspects of job than those who were new in the profession. Md Madi Abdullah, et al. (2009) revealed in their study that secondary school teachers were generally satisfied with their job but teachers with more than 21 years of experience were more satisfied than others.

vi. The present study indicates that teacher effectiveness level of college teachers in Nagaland was average and above average which is a good sign and may lead to transmitting quality education to the students as well as achieving the goals of education. Effective teachers add confidence and charisma to their students along with imparting essential skills for knowledge acquisition and enhancement of their learning in a more joyful and purposeful method. On the contrary, poor teachers add stress and sleepless nights to principals' lives, contribute to low staff morale, and create scores of angry parents. The most depressing of all is that ineffective teachers damage students and diminish learning William L. Sanders and Rivers (1996).

vii. The present study indicates that the variable gender did not influence teacher effectiveness of college teachers of Nagaland. The findings of the present study is in consonance with the studies conducted by Pachaiyappan, Ushalaya (2014) who in her study indicated that gender had no

bearing on teacher effectiveness. Sushil Kumar Tomar (2015) also in his study revealed that there was no significant difference between teacher effectiveness of male and female teachers. Thus, it can be inferred that effectiveness cannot be predicted on the basis of gender difference. Gender was redundant factor for the difference in effectiveness of the secondary school teachers. Chowdhury (2014) also found no significant difference in the effectiveness of secondary school teachers with respect to gender.

Contradictory results were reported by Vijaylakshmi and mythill (2004) also stated that female degree college teachers were more effective than their counterparts. Gangadhar (2012) found that teaching effectiveness of female teachers was comparatively better than male teachers. Mathews, Soumya and Nair, Raji (2018) in their study found that prospective teachers had average level of teacher effectiveness, also there was significant difference in teacher effectiveness of prospective teachers in terms of gender.

viii. The findings of the present study indicates that the variable type of institution influence teacher effectiveness of private college teachers of Nagaland. It shows that private college teachers have less teachers' effectiveness than government college teachers. The reasons for such results maybe because private college teachers face lack in terms of job security, poor salary which are the basic needs in a profession. Which also leads to job dissatisfaction and hampers in the professional growth of teachers. The findings of the present study are in consonance with the studies conducted by Vijaya Laksmi (2005) in her study indicated that management had significant impact on teacher effectiveness. Pachaiyappan and Ushalaya Raj(2014) found Significant difference in teacher effectiveness among school teachers with respect to type of school management.

Contradictory results were reported by Amit Kauts Vijay Kumar Chechi (2014) The study results revealed that, differences in teacher effectiveness of groups of teachers' based on school type i.e. government and private secondary schools, do not influence or contribute to the effectiveness of teachers.

ix. The present study indicates that the variable educational qualifications did not influence teacher effectiveness of college teachers of Nagaland. The findings of the present study is in consonance with the studies conducted by Subbarayan (1985) who found that professors, readers and lecturers did not differ significantly from one another in respect to teacher effectiveness.

Umasankar and Pranab (2016) indicated that qualification has no significant influence on teacher effectiveness.

Contradictory results were reported by G.B. Probe (1971) who found significant relationship between job satisfaction and education and some other demographic variables Nasir and Zaki (2009) found that teachers holding only post graduate degree were significantly more satisfied in their job than the teachers holding Ph.D. degree.

x. The present study indicates that the variable various years of teaching experience did not influence teacher effectiveness of college teachers of Nagaland. The findings of the present study is in consonance with the studies conducted by Ekins (1987) whose study results revealed that years of experiences in teaching did not have significant impact on instructional effectiveness of participating teachers. Umasankar and Pranab (2016) also indicated that teaching experience has no significant influence on teacher effectiveness.

Contradictory results were reported by Padmanabhaiah (1986) who found that the variables age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness. Amit Kauts, and Vijay Kumar Chechi(2014) reported that teachers with more experienced scored more on teacher effectiveness than teachers with less teaching experience. Experience is a factor contributing to teaching effectiveness. Pachaiyappan and Ushalaya Raj (2014) also revealed that teaching experience has a significant influence on teaching effectiveness of teachers.

xi. The present study indicates that there was correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland. Correlation coefficient between job satisfaction and teacher effectiveness among college teachers of Nagaland is 0.424 which is positive and significant at 0.01 level with $df=398$. It shows that job satisfaction and teacher effectiveness among college teachers were positively and significantly correlated. The findings of this study reiterate the importance and relevance of job satisfaction and teacher effectiveness. Further the present findings affirm the conceptual framework that has been presented in the first chapter that job satisfaction may lead to teacher effectiveness. The findings of this study is in consonance with the studies done by Vasi reddy (2014) where it is stated that teachers with high job satisfaction have more effectiveness than teachers with low job satisfaction. Halder, Roy (2018) also stated that positive co-relation between job satisfaction and teacher effectiveness.

Rashmi Sharma (2013) revealed in her study that level of job satisfaction have a positive relation with success in teaching. Findings of the study conducted by Mishra (2011) indicated that teacher effectiveness, job satisfaction and institutional commitment were positively and significantly correlated with each other.

Contradictory results were revealed by George Ogochi. Kilgoris (2014) in his study noted no significant relationship between the level of job satisfaction and level of teachers' effectiveness among secondary school teachers in Transmara west district. Kenya.

5.8 Conclusions

The present study was carried out to analyze the job satisfaction among college teachers of Nagaland in relation to teacher effectiveness. With the predetermined goals and objectives, the study was conducted using appropriate research procedure and tools. The objective of this study was to find out the job satisfaction and teacher effectiveness among college teachers of Nagaland with the intention of bringing about a positive improvement towards the job satisfaction of college teachers so that they are able to fulfill educational goals through their effective teaching.

The present study revealed that the job satisfaction level of college teachers was above average and teacher effectiveness level was average and above average. This trend may be continued by boosting their morale and inculcating a positive attitude and thereby acquire a passion to perform well in their teaching profession.

As observed in the findings that type of institution influence the job satisfaction of college teachers. The private college teachers have less job satisfaction than government college teachers; it is therefore, pertinent for the private college management to take into account the well-being of the private college teachers to keep them motivated and also acknowledge their effort by providing sufficient monetary payments and other such benefits.

The study also found that type of institution influence teacher effectiveness of college teachers. The private college teachers have less teacher effectiveness than government college teachers, it is therefore, important and crucial that private college management take measures to provide a congenial environment wherein they can take pride in their job and function to the best of their abilities. As indicated by Athanasek K. Rutubuka (1996) provision of adequate chances

for professional growth, research advancement and institutional or instructional facilities enhances lecturer's performance.

The study also revealed that job satisfaction significantly influence teacher effectiveness. This positive correlation is also indicative of the fact that satisfied teachers are more productive, result oriented, motivated and sincere as compared to those who are not satisfied with their job. It supports the findings of many studies where it has been asserted that a satisfied teacher generally does his or her work honestly, sincerely and efficiently with singular focus on students learning outcomes and personality development. William L. Sanders and Rivers (1996) states that as teacher effectiveness increased, lower achieving students were first to benefit, followed by average students and, lastly, by students considerably above average. Teachers should be encouraged to be creative and innovative and appreciated for their genuine efforts through awards as acknowledgement on achievement enhances work performance.

5.9 Educational Implications of the Study

Research of any kind is beneficial and significant to the level it is constructive in solving current educational problems and providing awareness and leading teachers towards higher levels of performance. Hence, the present study gives insight to educational thinkers, policy makers, educational administrators and others who are concerned with the domain of education. As the teacher paves the way in the educational process, the relevance of enhancing teacher effectiveness through raising their levels of job satisfaction is of great importance so as to make teachers capable of inspiring the new generation through their informed guidance and character. Hence, the various factors of job satisfaction should be assessed thoroughly, since they have direct impact on teacher effectiveness. Therefore, in the light of the findings the present study may be utilized in various ways. The educational implications of the present study are stated as follows.

i. The findings of the present study reveal that the job satisfaction of college teachers was above average which means they are content with their jobs; this is a very positive observation. Hence, this findings implies that appropriate steps should be taken by authorities to minimize any areas that would lead to job dissatisfaction and continue to provide regular payment of salaries, promotions and positive working environment so that they remain motivated and encouraged.

ii. The findings of the present study also indicate that private college teachers have less job satisfaction than government college teachers. Hence, private college teachers should not be ignored; every effort should be made to attract talented, intelligent and academically excellent people in this profession. Policies in relation to promotion, advancement, job security and staff transformation should regularly be developed, amended or updated through collective discussions with stakeholders. Dissatisfied teachers do more harm than good to the students, so the management should take into account the grievances of the teachers so that they find satisfaction in relegating their duties.

iii. As the present study reveals the teacher effectiveness of college teachers falls under average and above average level which means that they are effective teachers. Hence, the government, policy makers and administrators should motivate the teachers through positive feedback, better service conditions and regular rewards and promotions in order for the trend to continue.

iv. The present study also indicates that private college teachers have less teacher effectiveness than government college teachers. This implies that private college management should rectify this setback through opportunities to attend refresher courses and encourage teachers to pursue research studies by allowing study leave and incentives. Private college management should also make teaching job attractive by providing good pay package, job security and social status that they deserve.

v. The importance of job satisfaction in any education system is as vital as in any other organization. As the result of the study shows that job satisfaction and teacher effectiveness are positively correlated, college teachers may also be given the well deserved honor and recognition befitting their time and effort. Apart from the higher needs, basic needs such as congenial working space, monetary incentives also need to be taken care of, before progressing to the higher needs for optimum output. In keeping with the times, training and exchange programs may also be organized to cope with the changing trends of teaching, that they may continue to achieve excellence in teaching as well as improving the quality of education. As postulated by '*Maslow Hierarchy of Needs*' Organizations looking to improve employee job satisfaction should first of all attempt to meet the basic needs of employees before progressing to address higher-order needs.

vi. The present study and literature review also revealed that teacher related sources of job satisfaction seem to have a greater influence on teaching effectiveness. The relevance of job satisfaction and teaching effectiveness are very crucial to the long-term growth of any educational system around the world. Both government and private educational institutions should come out with ways in which the hygiene factors which include, working conditions, interpersonal relations, policies and rules, supervision, salary, job security can be fulfilled so that motivator factors which are related to achievement, recognition, the work itself, responsibility, advancement and personal growth As postulated by '*Herzberg's Two-Factor Theory of Motivation*' can create satisfaction by completing individual's need for importance and personal growth, encourage employees to work harder and promote job satisfaction and support production.

5.10 Recommendations of the Study

For improvement of job satisfaction in relation to teacher effectiveness the following recommendations have been given.

- i. Government as well as private management should create a positive and professional working environment to boost their morale which will uplift the quality of education in Nagaland.
- ii. Strengthening policies for recruitment as well as promotional avenues will encourage capable and dedicated persons to join this profession.
- iii. Regular payment of salary, job security and other incentives help teachers to remain contented in their jobs which ultimately help to improve the quality of education at college level.
- iv. Professional development opportunities and timely promotion will make a difference in the job satisfaction and teacher effectiveness so that teachers, achieve to great heights both academically and professionally.
- v. Recognition for exemplary work from authorities will also help them to be happy with their jobs leading to more teacher effectiveness.
- vi. Private management should look into the grievances of their teachers and try to fulfill the areas of their demands which are within their capacity so that quality of education is not compromised.

vi. Government should recognize innovative works done in any research field to inspire young people to take up research work in unexplored areas of study and also be encouraged to take up research studies to enhance their knowledge and broaden their scope.

vii. Deliberate efforts should be made to improve infrastructural facilities so that both students and teachers feel proud to be a part of their institution.

viii. The present study should also bring to attention the planners and executors of the department of higher education for strengthening positive approach for job satisfaction and effectiveness of college teachers.

5.11 Suggestions for Further Research

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

1. A comparative study of job satisfaction and teacher effectiveness among teachers from different streams.
2. Job satisfaction and teacher effectiveness relating to emotional intelligence
3. Attitude of teachers towards teaching profession and its relation to their job satisfaction and effectiveness
4. Impact of organizational climate on teachers' job satisfaction and effectiveness
5. Comparative study of job satisfaction of teachers affiliated to different school boards like CBSE, NBSE and other state school boards
6. A comparative study on university teachers from different universities
7. Professional commitment and job satisfaction among teachers (any level)

CHAPTER –VI

SUMMARY

6.1 Introduction

Education is a potent force through which a person acquires competency and mastery over his skills and knowledge to lead a meaningful and purposeful life. It is the process of advancing learning and the pursuit of values, beliefs, habits and skills for a well grounded personality. It is the foundation of intellectual, cultural, spiritual, social and economic development of a society. John Dewey, a progressive educator of the 21st century asserts education as the development of all those capacities in the individual which will enable him to control his environment and fulfils his responsibilities. The goal of education is the comprehensive development of a person as the highest value of a society, the development of human talents, mental and physical abilities, the upbringing of high moral qualities, and the formation of citizens capable of conscious social choice. Education is the groundwork upon which we build our future. It shapes and moulds the society in diversified ways in the process of development. It develops the personality of the individual according to the needs of time and space and helps man to understand better ways of life. It also enables a man to be socially acceptable and responsible, technically efficient and personally well adjusted individuals. Education, thus, encompasses both teaching and learning of knowledge, proper conduct, and technical competence. It focuses on the cultivation of skills, trades or professions, as well as mental, moral and aesthetic development.

In the world declaration on higher education adopted by the world conference on higher education in 1998, higher education was defined as: “all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities.” Higher education, also called post-secondary education, third-level or tertiary education, is an optional final stage of formal education after the completion of secondary level. Considered as the apex of the entire educational structure, it influences and affects every field of human endeavor by providing manpower for production, planning, and management, technological and scientific development.

Higher education empowers an individual with necessary skills and competence for achieving important personal and social goals and thereby contributes to social development.

Educational goals however, noble and exalted are meaningless and cannot be attained without the presence of a teacher. They are the primary means for implementing educational programs at various levels and the core of education. They not only prepare to meet the needs of today but also prepare to foresee the hopes and dreams of every student. The teacher is the living ideal, the foundation head of knowledge and potential guide to provide directive for the growth and development of students of today as worthy citizens of tomorrow. The Secondary Education Commission (1953) states that “the most important factor in the contemplated educational reconstruction is the teacher – his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it.”

Job satisfaction describes how content an individual is with their job. While working in an organization, people develop a set of attitudes about the work, supervision, co-workers and working conditions. Positive and favorable attitudes towards the job indicate job satisfaction, negative and unfavorable attitudes towards the job indicate job dissatisfaction. The assessment of job satisfaction in many organizations has become an important practice to determine employee well-being. Job satisfaction among teachers has been considered as a vital factor for the improvement of the education system and has kindled interest among educational researchers for a long time. Vroom (1964) in his definition on job satisfaction focuses on the role of the employee in the workplace. He defines job satisfaction as “affective orientations on the part of individuals toward work roles which they are presently occupying.”

Dunkin (1997) considered teacher effectiveness as a matter of degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching. Teacher effectiveness is crucial because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. Teacher effectiveness is the single most important factor in facilitating and enhancing students’ learning and bringing a positive transformation in the society. The core of teacher effectiveness

is the teacher's ability to understand the individual profiles the strengths and weaknesses of every student in the classroom. Hence, retention of teachers worthy of this noble profession is a relevant aspect of any educational institutions. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work.

6.2 Nagaland Overview

Nagaland, a mountainous state in Northeast India, a land engulfed in mystery, and home to diverse indigenous tribes, zealously guarding their culture was declared the 16th state of the country of India on 1st December 1963. It has an area of 16,579 sq. Km, with a population of 1,978,502 per the 2011 census of India, making it one of the smallest states of India. Sometimes referred to as the Switzerland of the East; this is a land that exhibit unimaginable beauty, it is blessed with perfect eye-catching landscapes, vibrantly lush and verdant flora, and is a perfect getaway for a breath taking experience. The state is replete with festivities throughout the year, as all tribes celebrate their own festivals with a pageantry of color, music and dance. It stands out as a land of homely and warm-hearted people, diverse tribes, systems of governance, and cultures and a land resplendent with color and variety. Nagaland has never ceased to amaze visitors for its natural beauty and incomparable cultural heritage.

6.3 Conceptual Framework of the Study

The challenges and responsibilities of teachers at the higher education level are immense as they assume the burden of equipping young minds, required for the socio-economic development of the country. Education is no more about imparting bookish information but the process through which teachers prepare the young generation to internalize knowledge, skills and attitude to make them suitable for taking up the responsibilities of promoting social ideals and achieving social goals. Keeping in view the importance of a teacher in any educational system and the demand for highly efficient and result-oriented teachers, it is always desirable to select a person, who is equipped with the right attributes of an ideal and competent teacher. It is also necessary for a good academic environment that teachers who are imparting education must enjoy at least a reasonable amount of job satisfaction.

6.3.1 Concept of Job Satisfaction

The word 'Job' refers to an undertaking or employment with a view to profit and personal gain and not only for money. 'Satisfaction' on the other hand means pleasure and fulfillment. Job satisfaction further implies enthusiasm and happiness with one's work. Hence job satisfaction is commonly used in the context of human behavior at work and as a concept describes how satisfied a person is with their job. Robert Hoppock (1935) asserts that "job satisfaction is a combination of psychological environmental circumstances that causes a person to say, I am satisfied with my job." Job satisfaction paves the way that leads to recognition and the achievement of goals that leads to a feeling of accomplishment. Many variables make a difference in the levels of job satisfaction experienced by workers, some variables are within the organization, some within the framework of the job itself, and others are inherent in each worker's character and personality.

6.3.2 Concept of Teacher Effectiveness

Teacher effectiveness is made up of two familiar words 'teacher' and 'effectiveness'. Teacher is a person who teaches i.e. imparts knowledge or skills to the learner. Effectiveness is the quality of being successful in producing an intended result. Teacher effectiveness is the combination of characteristics, competencies, and behaviors of teachers at all levels of education that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals.

Teacher effectiveness is a multifaceted concept incorporating all aspects of teacher's background, skills and dispositions ranging from personality to knowledge to technical skills. It is used to refer to the results a teacher gets on to the amount of progress the pupils make towards some specified goal of education. It is a multidimensional aspect of teachers' personality. Teachers have to be conscious of their role as model, through their conduct, action and adherence to human values. The encyclopedia of education for 21st century, vol. 35(2000) referred teacher effectiveness as the effect that the teachers performance has on pupils.

6.4 Significance of the Study

Education is paramount and acknowledged to be the originating agent to moral, cultural, political and socio-economic development of a nation. However, no learning can take place without the presence of a teacher. Teachers of higher education have immense responsibility to prepare students to live in the competitive world as a dynamic person. Teachers are those persons who regularly instruct pupils. He is the pivot around which not only teaching learning process revolves but also its impact may be seen in all areas of an individual's life as well as in national development.

A study of job satisfaction classifies and categorizes the conditions and factors that lead to job satisfaction or dissatisfaction. Besides, one could reinforce conditions that make work more satisfying and fulfilling, the same is true for teachers also. Significantly job satisfaction and teacher effectiveness are very important to the continuing growth of educational systems round the world. The social well-being, advancement, and growth of students depends to a great extent on the enthusiasm, efficiency and effectiveness of the teachers. The quality of a nation depends upon the quality of its citizens. The quality of citizens rests upon the quality of their education and the quality of their education depends upon the effectiveness, competence, dedication of a teacher. As teacher effectiveness has a significant effect upon student performance. To be effective and competent a teacher, must have job satisfaction.

Job satisfaction of teacher has long been a focus of attention for educational researchers' arguably, this is because of links between job satisfaction and organizational behavior issues such as commitment, absenteeism turnover, effectiveness and productivity. Teacher quality has been identified as the most important variable in increasing student achievement. Hence, job satisfaction of teachers' is crucial to keep them motivated and committed. The usefulness and effectiveness of the education system largely depends upon active, resourceful, competent and effective teachers.

To facilitate growth of any institution, job satisfaction of employees is of fundamental importance and more particularly for educational institution as it has to achieve its goals and objectives. Unless the teachers, who constitute the important component in the teaching learning process, are satisfied with their jobs they may not be able to effectively transform the goals into reality. The effectiveness of teaching and the success of any educational system depend upon the active involvement of the teachers. Teaching profession faces challenges because it is

continuously changing and evolving. Education must meet the needs of social, political, and cultural changes and institutions and teachers are expected to adapt to these changes in order to provide academic enrichment and education to all students. The teaching profession faces challenges that continuously reconfigure knowledge, rules, skills, attitudes, and ways of professional development. Teachers are challenged with meeting the academic, social and developmental needs of students with diverse needs and backgrounds. As such, they encounter many different variables that may contribute to teacher job satisfaction or dissatisfaction. Teachers dissatisfied with their profession may not discharge their duties to the best of their capabilities, stifling the continuous learning process for the students.

It is observed that job satisfaction may influence teacher effectiveness in a favorable way. Several factors such personal and socio-demographic variables contribute to job satisfaction and professional, intellectual, and social factors contribute to teacher effectiveness. It is considered that a person who has high Job satisfaction may be more effective in teaching and a person who has less job satisfaction may be less effective in teaching. The investigator after a thorough study of the said conceptual background had extensively surveyed the literature on these two variables namely, job satisfaction and teacher effectiveness. Thus, the present study “A Study of Job Satisfaction among College Teachers of Nagaland in relation to Teacher Effectiveness” is designed to analyze the level of job satisfaction and teacher effectiveness in relation to personal and demographic variables.

Considerable research has been carried out on job satisfaction and teacher effectiveness but very little is achieved. The search for identifying sources of job satisfaction and teacher effectiveness is continuous. The study is also important in the context of Nagaland as there has been a considerable expansion of higher education in the last few decades. There is also awareness among people to be happy at their job, because of the positive impact it has on a person's life as well as the organization. The purpose of the present study is to achieve the strongly felt need of understanding the job satisfaction and teacher effectiveness in the context of selected personal and demographic variables. Finally, the study tries to discover if any significant relation exists between job satisfaction and teacher effectiveness. This study may also provide useful information to administrators and policy makers to identify deficiencies and

formulate policies and strategies for the benefit of the teachers. The present study may also contribute in achieving quality education by improving the teaching- learning process.

It is therefore in this light the present research intends to make an in-depth study of job satisfaction and teacher effectiveness among college teachers of Nagaland in relation to gender, type of institution, educational qualifications and teaching experience.

6.5 Objectives of the Study

Research objectives are an important aspect of any study; it provides direction to investigate the variables under study. Hence, the proposed study intends to achieve the following objectives.

1. To find out the job satisfaction among college teachers of Nagaland in total and in relation to gender, type of institution, educational qualifications and teaching experience.
2. To find out the teacher effectiveness among college teachers of Nagaland in total and in relation to gender, type of institution, educational qualifications and teaching experience.
3. To find out the significance of difference in the job satisfaction among college teachers of Nagaland in relation to gender, type of institution, educational qualifications and teaching experience.
4. To find out the significance of difference in the teacher effectiveness among college teachers of Nagaland in relation to gender, type of institution, educational qualifications and teaching experience.
5. To find out the correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland

6.6 Hypotheses of the Study

To achieve the above objectives of the study following hypotheses are formulated. All these hypotheses are tested by using appropriate statistical techniques.

1. There is no significant difference in the job satisfaction among male and female college teachers of Nagaland.
2. There is no significant difference in the job satisfaction among government and private college teachers of Nagaland.

3. There is no significant difference in the job satisfaction among college teachers of Nagaland based on their educational qualifications.
4. There is no significant difference in the job satisfaction among college teachers of Nagaland having various years of teaching experience.
5. There is no significant difference in the teacher effectiveness among male and female college teachers of Nagaland.
6. There is no significant difference in the teacher effectiveness among government and private college teachers of Nagaland.
7. There is no significant difference in the teacher effectiveness among college teachers of Nagaland based on their educational qualifications.
8. There is no significant difference in the teacher effectiveness among college teachers of Nagaland having various years of teaching experience.
9. There is no significant correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland.

6.7 Methodology of the Study

The present study was executed with the intent to explore and reveal information on the job satisfaction and teacher effectiveness among college teachers of Nagaland. Therefore, the descriptive survey method was employed for the study. Burns and Grove (2003) rightly quoted the intent of a descriptive survey research in the following words, “It is designed to provide a picture of the situation as it naturally or generally happens.”

6.7.1 Tools used for Data collection

1. Teacher’s job satisfaction scale developed by Yudhvindra Mudgil, I.S Mubar and Prabha Bhatia. (2012)
2. Teacher effectiveness scale developed by Shallu Puri and S.C Gakhar. (2010) adopted and modified in consultation with subject experts and supervisors.

Each tool contained a number of items designed to fulfill the various objectives of the study. For collection of data, the investigator personally administered the questionnaire to the

selected sample of respondents. Sufficient data were collected for detailed analysis and interpretation.

6.7.2 Statistical Techniques and Formulae used

Statistical techniques are employed on the raw score to make it meaningful and to test the significance of the scores. Without the use of statistical techniques raw scores do not have their own meaning and weight. In order to study the nature of data, based on the objectives of the study the investigator employed suitable statistical techniques to analyze the data by using SPSS Software.

The statistical techniques used for the data collected will be analyzed using Mean, Standard Deviation, t-test, correlation and other appropriate statistical techniques. The calculated data was edited, coded and entered. To find the relationship between job satisfaction and teacher effectiveness, 'r' values are calculated. Coefficient of correlation for all dimensions of two variables are calculated to know the inter and intra-relationships. Critical ratios are calculated for item analysis and T-test, F-test, ANOVA analysis etc were applied to test the hypotheses concerning to significant differences in respect of demographic variables and high-low groups of job satisfaction and teacher effectiveness. The obtained numerical results were also adumbrated by graphical representation wherever necessary. The collected data was classified and tabulated according to the objectives of the study and was analyzed by using the following statistical procedure.

6.8 Data Analysis and Interpretation

1. The Influence of Gender on Job Satisfaction

The job satisfaction mean scores of male and female college teachers were analyzed to find out the influence of gender on job satisfaction. The total sample consists of 400 college teachers, across five districts of Nagaland, out of which 152 are males and 248 females.

In the present investigation, on the basis of gender the college teachers were categorized into two groups. Male college teachers formed as group – I and female college teachers formed as group – II. The influence of ‘gender’ on job satisfaction of college teachers was investigated and the corresponding scores of male and female college teachers were analyzed accordingly. The influence of gender on job satisfaction was tested by employing t – test and the following hypothesis was framed.

Hypothesis 1: There is no significant difference in the job satisfaction mean scores of male and female college teachers of Nagaland

Influence of Gender on Job Satisfaction among College Teachers					
Variable	Gender	N	Mean	S.D	t-value
Job Satisfaction	Male (Group-1)	152	260.86	26.301	0.760@
	Female (Group-2)	248	258.77	27.556	

Note: “@”: Indicates not significant at 0.05 level

An analysis of the table indicates the differences in the mean score and standard deviation values of male college teachers is 260.86 and 26.301, and female college teachers is 258.77 and 27.556 respectively.

The overall computed t- value for job satisfaction is 0.760 which is lower than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among male and female college teachers of Nagaland” is accepted, for the variable ‘gender’ at 0.05 level of significance. This shows that, there was no significant difference in the job satisfaction among male and female college teachers of Nagaland.

2. The Influence of Type of Institution on Job Satisfaction

The job satisfaction mean scores of college teachers from government and private colleges were analyzed to find out the influence of type of institution on job satisfaction. The total sample consists of 400 college teachers, out of which 133 college teachers are from government and 267 from private colleges.

In the present investigation, on the basis of type of institution, the college teachers were categorized into two groups. Government College teachers formed as group – I and private college teachers formed as group – II. The influence of ‘type of institution’ on the job satisfaction of college teachers is investigated and the corresponding job satisfaction scores of two groups were analyzed accordingly. The influence of type of institution on job satisfaction was tested by employing t-test and the following hypothesis was framed.

Hypothesis 2: There is no significant difference in the job satisfaction mean scores of government and private college teachers of Nagaland

Influence of Type of Institution on Job Satisfaction among College Teachers

Variable	Management	N	Mean	S.D	t-value
Job Satisfaction	Government (Group- 1)	133	263.73	26.123	2.217*
	Private (Group-2)	267	257.49	27.344	

Note: “*”: Indicates significant at 0.05 level

An analysis of the table indicates the differences in the mean score and standard deviation value of government is 263.73 and 26.123 and private college teachers is 257.49 and 27.344 respectively.

The overall computed t- value for job satisfaction (2.217) is higher than the critical t-value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the job satisfaction among government and private college teachers of Nagaland” is rejected for the variable ‘type of institution’ at 0.05 level of significance. This shows that, there was significant difference in the job satisfaction among government and private college teachers of Nagaland.

3. The Influence of Gender on Teacher Effectiveness

Teacher effectiveness scores of male and female college teachers were analyzed to find out the influence of gender on teacher effectiveness. The total sample consists of 400 college teachers, across five districts of Nagaland, out of which 152 are males and 248 females.

In the present investigation, On the basis of gender, the college teachers were categorized into two groups. Male college teachers formed as group- I and female college teachers formed as group –2. The influence of ‘gender’ on the teacher effectiveness of college teachers is investigated and the corresponding teacher effectiveness scores of two groups were analyzed accordingly. The influence of gender on teacher effectiveness was tested by employing ‘t’ – test and the following hypothesis was framed.

Hypothesis 5: There is no significant difference in the teacher effectiveness mean scores of male and female college teachers of Nagaland

Influence of Gender on Teacher Effectiveness among College Teachers					
Variable	Gender	N	Mean	S.D	t-value
Academic and Professional Knowledge	Male	152	25.18	2.412	3.008*
	Female	248	24.35	3.059	
Preparation and Presentation of lesson plan and classroom Management	Male	152	61.76	5.720	.816@
	Female	248	61.25	6.385	
Attitude towards Students, Parents, Colleagues and Head	Male	152	61.10	5.734	1.002@
	Female	248	60.48	6.308	
Use of Motivation, Reward and Punishment	Male	152	29.12	3.169	1.327@
	Female	248	28.69	3.286	
Results, Feedback & Accountability	Male	152	41.78	4.054	1.903@
	Female	248	42.61	4.463	
Personal Qualities	Male	152	65.35	6.050	.669@
	Female	248	64.92	6.356	
Total Teacher Effectiveness Score	Male	152	284.39	23.593	.654@
	Female	248	282.79	24.119	

Note: “@”: Indicates not significant at 0.05 level

“*”: Indicates significant at 0.05 level

An analysis of the table indicates the difference in the total mean score and standard deviation value of teacher effectiveness of male and female college teachers was 284.39 and 23.593 and 282.79 and 24.119.

It was found that there was no significant difference in the areas of Preparation and Presentation of lesson plan and classroom Management, Attitude towards Students, Parents, Colleagues and Head, Use of Motivation, Reward and Punishment, Results, Feedback & Accountability and Personal Qualities of male and female college teachers as the calculated t - values are lesser than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance. Whereas it was found that there was significant difference in the area of academic and professional knowledge between male and female college teachers as the calculated t - value (3.008) is greater than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance.

The overall computed t – value for teacher effectiveness (.654) is lower than the critical t – value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the teacher effectiveness among male and female college teachers of Nagaland is accepted, for the variable ‘gender’ at 0.05 level of significance. This shows that, there was no significant difference in the teacher effectiveness among male and female college teachers of Nagaland.

4. The Influence of Type of Institution on Teacher Effectiveness

Teacher effectiveness scores of college teachers from government and private college were analyzed to find out the influence of type of institution on teacher effectiveness. The total sample consists of 400 college teachers out of which 133 college teachers are from government colleges and 267 from private colleges.

In the present investigation, on the basis of type of institution the college teachers were categorized into two groups. Government college teachers formed as group – I, private college teachers formed as group – II and the influence of type of institution on teacher effectiveness of college teachers was investigated and the corresponding teacher effectiveness scores of two groups were analyzed accordingly. The influence of type of institution on teacher effectiveness was tested by employing ‘t’ – test and the following hypothesis is framed.

Hypothesis 6: There is no significant difference in the teacher effectiveness mean scores of government and private college teachers of Nagaland

Influence of Type of Institution on Teacher Effectiveness among College Teachers

Variable	Management	N	Mean	S. D	t-value
Academic & Prof Knowledge	Government	133	25.17	3.269	2.318*
	Private	267	24.42	2.596	

Preparation & Presentation & Management	Government	133	61.95	6.289	1.141@
	Private	267	61.19	6.059	
Attitude towards Students, Parents, Colleagues, Head	Government	133	61.76	5.594	2.523*
	Private	267	60.20	6.278	
Use of Motivation Reward and Punishment	Government	133	29.11	3.430	1.069@
	Private	267	28.73	3.149	
Results, Feedback & Accountability	Government	133	42.86	4.303	1.867@
	Private	267	42.01	4.317	
Personal qualities	Government	133	66.14	5.858	2.476*
	Private	267	64.56	6.363	
Total Teacher Effectiveness Score	Government	133	287.58	23.943	2.477*
	Private	267	281.31	23.653	

Note: “@”: Indicates not significant at 0.05 level

“*”: Indicates significant at 0.05 level

An analysis of the table indicates the difference in the total mean score and standard deviation value of teacher effectiveness of government and private college teachers is 287.58 and 23.943 and 281.31 and 23.653.

It is found that there was significant difference between government and private college in the areas of academic and professional knowledge, Attitude towards Students, Parents, Colleagues, Head and Personal qualities as the calculated t - values are greater than the critical t-value (1.96) at 0.05 level of significance. Whereas it was found that there was no significant difference in the areas of Preparation and Presentation of lesson plan and classroom Management, Use of Motivation, Reward and Punishment, Results, Feedback and Accountability of male and female college teachers as the calculated t - values are lesser than the critical t - value (1.96) for 1 and 398 df at 0.05 level of significance.

The overall computed t - value for teacher effectiveness (2.477) is greater than the critical t- value (1.96) for 1 and 398 df at 0.05 level of significance. Hence, the hypothesis stated that “there is no significant difference in the teacher effectiveness among government and private college teachers of Nagaland” is rejected, for the variable ‘gender’ at 0.05 level of significance. This shows that, there was significant difference in the teacher effectiveness among government and private college teachers of Nagaland.

6.9 Findings of the Study

The following are the major findings of the study

- i. The job satisfaction of college teachers of Nagaland fall under above average level.
- ii. The teacher effectiveness of college teachers of Nagaland fall under average and above average level.
- iii. There was no significant difference in the job satisfaction with respect to gender.
- iv. There was significant difference in the job satisfaction level with respect to type of institution.
- v. There was no significant difference in the job satisfaction level with respect to educational qualifications.
- vi. There was no significant difference in the job satisfaction level with respect to years of teaching experience.
- vii. There was no significant difference in the teacher effectiveness level with respect to gender.
- viii. There was significant difference in the teacher effectiveness level with respect to type of institution.
- ix. There was no significant difference in the teacher effectiveness level with respect to educational qualifications.
- x. There was no significant difference in the teacher effectiveness level with respect to years of teaching experience.
- xi. There was significant correlation between job satisfaction and teacher effectiveness among college teachers of Nagaland

6.10 Conclusions

The present study was carried out to analyze the job satisfaction among college teachers of Nagaland in relation to teacher effectiveness. With the predetermined goals and objectives, the study was conducted using appropriate research procedure and tools. The objective of this study was to find out the job satisfaction and teacher effectiveness among college teachers of Nagaland with the intention of bringing about a positive improvement towards the job satisfaction of college teachers so that they are able to fulfill educational goals through their effective teaching.

The present study revealed that the job satisfaction level of college teachers was above average and teacher effectiveness level was average and above average. This trend may be continued by boosting their morale and inculcating a positive attitude and thereby acquire a passion to perform well in their teaching profession.

As observed in the findings that type of institution influence the job satisfaction of college teachers. The private college teachers have less job satisfaction than government college teachers; it is therefore, pertinent for the private college management to take into account the well-being of the private college teachers to keep them motivated and also acknowledge their effort by providing sufficient monetary payments and other such benefits.

The study also found that type of institution influence teacher effectiveness of college teachers. The private college teachers have less teacher effectiveness than government college teachers, it is therefore, important and crucial that private college management take measures to provide a congenial environment wherein they can take pride in their job and function to the best of their abilities. As indicated by Athanasek K. Rutubuka (1996) provision of adequate chances for professional growth, research advancement and institutional or instructional facilities enhances lecturer's performance.

The study also revealed that job satisfaction significantly influence teacher effectiveness. This positive correlation is also indicative of the fact that satisfied teachers are more productive, result oriented, motivated and sincere as compared to those who are not satisfied with their job. It supports the findings of many studies where it has been asserted that a satisfied teacher generally does his or her work honestly, sincerely and efficiently with singular focus on students learning outcomes and personality development. William L. Sanders and Rivers (1996) states that as teacher effectiveness increased, lower achieving students were first to benefit, followed by average students and, lastly, by students considerably above average. Teachers should be encouraged to be creative and innovative and appreciated for their genuine efforts through awards as acknowledgement on achievement enhances work performance.

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**** These are taken from Buch M.B, fourth survey of Educational research. Vol-11, 1983-1988. NCERT

***** These are taken from Buch M.B, fifth survey of Educational research. Vol-11, 1988-1992. NCERT

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Wikipedia: <http://en.wikipedia.org/wiki/Nagaland>

www.maps of India.com

COVERING LETTER

Dear respondents

This is my humble request to the college teachers to lend me your time to provide your responses to the queries attached, in order to take up my research study on “A Study of Job Satisfaction among College Teachers of Nagaland in relation to Teacher Effectiveness” under Nagaland university from the Department of Education for the degree of Doctor of Philosophy in Education (Ph.D.).

Your kind co-operation and sincere response to the questionnaire will be an important part of my research and will help in the investigation of my study. Kindly read the questions and give your frank and honest responses.

The purpose of the Data collection is for my research work only and your identity and responses will be kept confidential.

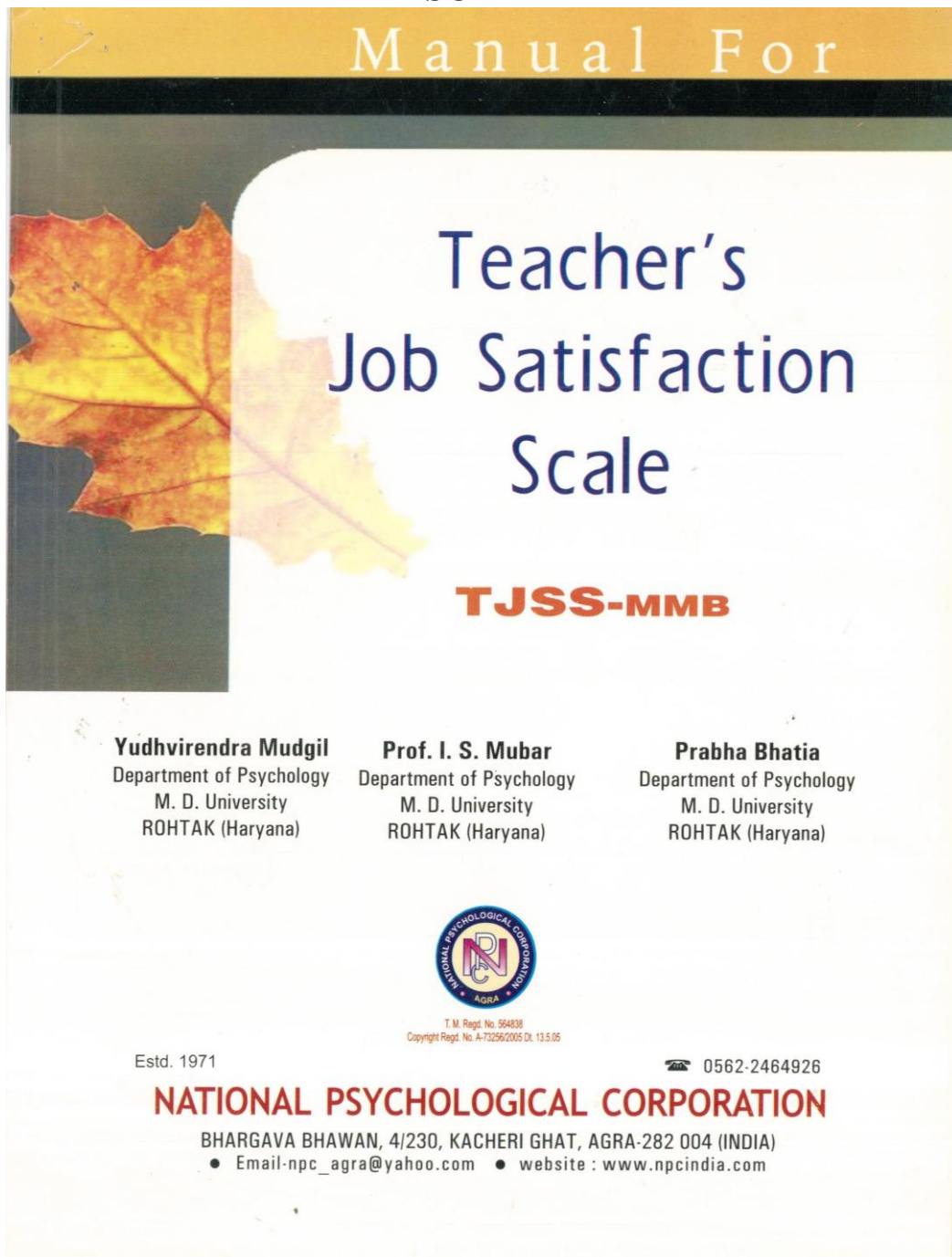
Thanking you.


Yours Faithfully
Prescilla Lotha
Research Scholar
Nagaland University
Kohima Campus, Meriema.

Prof. Lungsang Zeliang
Department of Education
Supervisor

Dr. M. Rajendra Nath Babu
Assistant Professor
Co-Supervisor
Department of Teacher Education
Nagaland University

**TEACHER'S JOB SATISFACTION
SCALE**



 <small>T. M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05</small> Yudhvirendra Mudgil (Rohtak) Prof. I.S. Muhar (Rohatak) Prabha Bhatia (Rohatak)	Consumable Booklet of TJSS-MMB (English Version)
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Please fill up the following Informations : Date

Name

Father's Name

Dath of Birth Sex : Male ☐ Female ☐

Qualifications

Designation Department

Name of the Institution

Urban ☐ Rural ☐

Total Length of Service Yrs.

Marital Status : Married ☐ Unmarried ☐ Widow(er) ☐ Divorce ☐

INSTRUCTIONS

The primary aim of this scale is to find out the degree of job satisfaction enjoyed by the teachers. Please read the items one by one on the next pages. Each statement/item is followed by the five response categories, i.e., **Strongly Agree, Agree, Indifferent or Uncertain, Disagree and Strongly Disagree.**

In case you strongly agree with a particular statement, please tick ☒ the cell ☐ under Strongly Agree. Before recording the response, be sure how strongly you agree or disagree and tick the cell in the appropriate response category.

It is necessary to answer each and every item. Only one response is to be ticked for each statement. There is no time limit and there are no right or wrong answers. In case you have any difficulty with regard to the instructions, please get it clarified before passing on to the next pages for answering the various items.

Your responses will be kept confidential.

SCORING TABLE

	Raw Score							z- Score	Grade	Level of Satisfaction
Page	2	3	4	5	6	7	8			
Score										
Total Score										

Scorer

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2 | Consumable Booklet of TJSS-MMB

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	
1.	In my profession, people do not get promotions due to personal pulls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	The service conditions here are at par with those provided by other institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	The University or College administration extends every possible help to teachers during any emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	For the sake of higher salary, I am prepared to change my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	I usually discuss my problems/achievements with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Most of my colleagues do not work under disress and fear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	Teachers are considered to be the nation builders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	I have no regret in joining this University/College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	My Heads/Seniors sympathetically listen to my difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	My Income is sufficient to maintain my family and my status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	The overall working condition in my Department/College are satisfactory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Page 2							<input type="text"/>

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	

12. Teachers may be facing problems in the University/College for want of teachers' hostel.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

13. Teaching is undoubtedly the best profession.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

14. Even on the same salary and grade, I would like to move to another institution.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

15. I think that the work I am doing is Interesting.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

16. I am often not given any such orders by my superiors which are difficult to carry out.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

17. Teaching profession provides better facilities for the education of teacher's wards.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

18. My work provides opportunity to display my talent and skills.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

19. The promotions/appointments in this institution are usually merit-based.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

20. I did not feel/am not feeling insecure in the probationary period.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

21. The seating arrangement for the students in the class-room is not inadequate.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Total Score Page 3

4 | Consumable Booklet of TJSS-MMB

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff- erent	Dis- agree	Strongly Disagree	
22.	Along with Head of the Departments/ Principals and Senior faculty members, other teachers are also involved in policy formulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	Salary grades in my profession are adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	I do not face harassment in the reimbursement of medical bills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	The people at my work place do not misunderstand me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	I have adequate time to devote to my research pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	Text and reference books are usually available in the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	My colleagues are very helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	My job has scope for promotions in time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	It is not very difficult to maintain discipline in classes these days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	Hard and conscientious work pays in teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	The thought of future does not make me worried.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	My job allows me sufficient time for rest and recreation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page 4

Consumable Booklet of TJSS-MMB | 5

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	
34.	I feel/would feel more secure after being confirmed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	My seniors appreciate my academic knowledge and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	The physical facilities (classroom, laboratory equipment/ etc.) are sufficient for the numebr of students admitted to the Department/Class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	I am happy with the academic environment of my College/ Department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	My profession is respected by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	My Head of the Department/Principal usually give sympathetic hearing to any problem brought to his/her notice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	There are no perks in my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	I am sure the University/College administration would grant me leave if I get an opportunity to go abroad for further studies/research work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	The Vice-Chancellor / Head of the Department/ Principal thinks that most of the teachers are hard working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	I would advise my children to adopt teaching as a profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Page 5						<input type="text"/>	

6 | Consumable Booklet of TJSS-MMB

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff- erent	Dis- agree	Strongly Disagree	

44. I generally do not feel tired after returning from my Department/ College. ☐ ☐ ☐ ☐ ☐ ☐
45. I am happy with the leave rules of my institution. ☐ ☐ ☐ ☐ ☐ ☐
46. Its not true that people join teaching profession as a last resort when they have failed to get into any other profession. ☐ ☐ ☐ ☐ ☐ ☐
47. I do not feel like giving up this job and taking up some other job. ☐ ☐ ☐ ☐ ☐ ☐
48. Good teachers are respected by their students. ☐ ☐ ☐ ☐ ☐ ☐
49. The University administration believes' in that teachers' welfare. ☐ ☐ ☐ ☐ ☐ ☐
50. I think teaching profession commands respect in the society. ☐ ☐ ☐ ☐ ☐ ☐
51. Teacher's work load should be cut. ☐ ☐ ☐ ☐ ☐ ☐
52. I love my job. ☐ ☐ ☐ ☐ ☐ ☐
53. Even small things hurt my feelings. ☐ ☐ ☐ ☐ ☐ ☐
54. My annual salary increments are released in time by the administrative office. ☐ ☐ ☐ ☐ ☐ ☐
55. Teaches should be available to students in the Department / College for about 5½ hours daily as recommended by the U. G. C. ☐ ☐ ☐ ☐ ☐ ☐

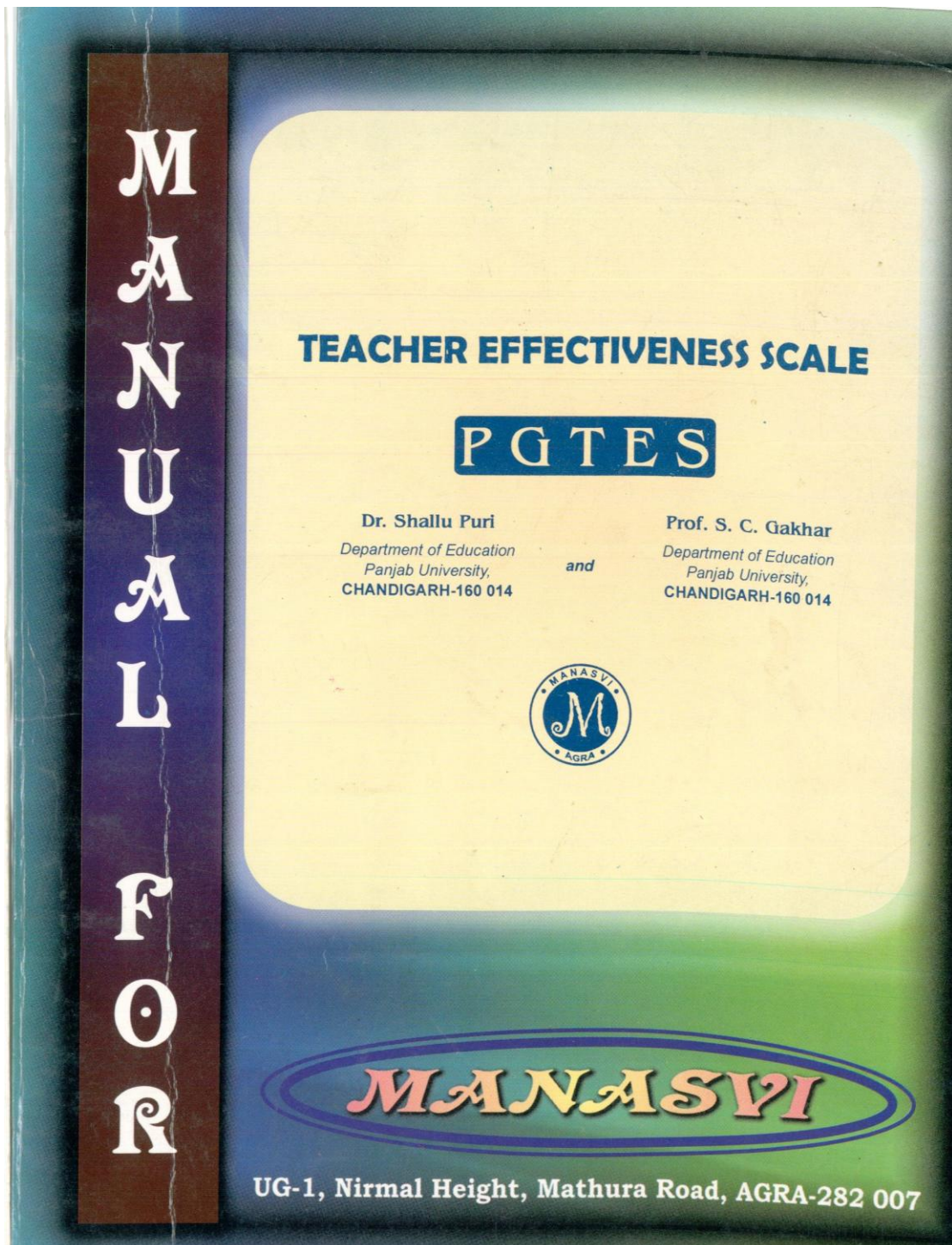
Total Score Page 6

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	
56.	I feel that I have job involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
57.	Teachers do not lead isolated life in the society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
58.	University/College administration is not full of bureaucracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
59.	Political changes at the state level do not affect teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
60.	I usually do not think that I could have earned more had I joined any other profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
61.	Grants for the development of my Department are usually adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
62.	I would like to shift if alternative residential accommodation is provided by University/College authorities on the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
63.	Most of the facilities required for my research work are available in the Department/College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
64.	I would feel more secure for the old age if the job was pensionable (Not to be answered by Govt. employees).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
65.	I am satisfied with my present residential accommodation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
66.	I think that I have selected the right job for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Page 7						<input type="text"/>	

8 | Consumable Booklet of TJSS-MMB

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff- erent	Dis- agree	Strongly Disagree	
67.	While going to bed I often get ideas linked with my job which keep me awake for quite sometime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
68.	My students usually come to me to discuss their difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
69.	My employer provides me with adequate medical facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
70.	My neighbours are not indifferent to me because being a teacher, I have no administrative powers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
71.	It is not usually difficult to locate a required book/ journal/ periodical in the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
72.	I sometimes feel that there should be someone in my profession in whom I could confide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
73.	Teachers' Association is absolutely necessary in my institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
74.	I have no grudge to work with people whom I do not like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
75.	Some of the teachers can not put in their best in their profession because of economic worries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Page 8							<input type="text"/>

TEACHER EFFECTIVENESS SCALE





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Dr. Shallu Puri (Chandigarh)
Prof. S. C. Gakhar (Chandigarh)

Consumable Booklet

of

T E S-PG
(English Version)

Please fill up the following informations :—

Name _____

Qualification _____ Date _____

Age _____ Sex : Male/Female _____ Monthly Income _____

Teaching Experience _____ Family Structure _____

INSTRUCTIONS

In this scale, various jobs and characteristics of teaching have been described. Each characteristic and job has been presented in one or more statements. You have to evaluate yourself as a teacher in each statement on one of the five categories of answers and put ☒ mark in that. Your evaluation shall be used in research purpose only and it shall be kept strictly confidential.

Therefore, read each statement carefully and evaluate yourself objectively.

In statement (1), the evaluation of the teacher has been done on 'Strongly Agree', therefore in column 1 the ☒ mark has been made. Likewise in statement 2, the evaluation of the teacher has been done on 'Undecided' therefore the ☒ mark has been made in column 3.

SCORING TABLE

Pages	3	4	5	6	7	8	Percentile	Interpretation
Score								
Total								

MANASVI

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Sr. No.	STATEMENTS	RESPONSES					SCORE
		Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree	
1.	I have command on the subject I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	I always try to update my knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Apart from my subject, I am capable of giving knowledge about other useful subjects like knowledge of current events, General Knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	I do not hesitate to get knowledge from my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	I am always ready to organize seminars / workshops to know new knowledge and teaching methods about my subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	I extend necessary help to students to find solution of their educational problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	I am ready to give my time and labour for the benefit of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	I provide appropriate motivational opportunities to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	I encourage students to ask questions to me to clarify their doubts in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	I make maximum use of rewards and minimum use of punishments to obtain desired objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
						SCORE	<input type="text"/>

4 | Consumable Booklet of P G T E S

Sr. No.	STATEMENTS	RESPONSES					SCORE
		Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree	
11.	I am not in favour of corporal punishment to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	I do not discriminate among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	I use civilized language with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	I respect ideas and suggestions of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	I have cordial relations with my students and I have love for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	I pay attention to fear free discipline in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	I am disciplined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	Whenever I face any doubt or difficulty related to my subject, I never hesitate to seek help from my senior colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	I respect head of the institution as senior-most member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	I keep friendly and brotherly relations with my co-teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	I am always ready to guide my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	I extend expected help in the routine works of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	I take interest in the co-curricular activities organised in the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
SCORE						<input type="text"/>	

Consumable Booklet of PGTES | 5

Sr. No.	STATEMENTS	RESPONSES					SCORE
		Strongly Agree	Agree	Undecided	Dis-agree	Strongly Disagree	
24.	I effectively organise co-curricular activities in the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	I am confident of myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	I give explicit suggestions in the activities of the institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	I extend my cooperation to the parents for the solution of problem and proper development of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	I prepare the students to take part in co-curricular activities in accordance with their interest and capability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	I make efforts to develop confidence, zeal and patriotism in students through curricular and co-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	I regularly plan my lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	I am fully acquainted with the teaching objectives of the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	I assign practical mark (home/class) to the students according to their capability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	I present subject matter in a specific way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	I always properly evaluate written work of students and note the errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	I use proper teaching methodology in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
						SCORE	<input type="text"/>

6 | Consumable Booklet of P G T E S

Sr. No.	STATEMENTS	RESPONSES					SCORE
		Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree	
36.	I use blackboard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	I make an effective use of material aids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	I needbase use remedial measures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	At the end of the lesson, I review it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	I make use of educational psychology according to individual differences of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	I am always prepared to know and make use of new teaching devices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	I always make efforts to teach difficult topics in a simple way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	I try to make use of more than one device such as computer assisted instructions, cooperative learning and internet while teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44.	I relate my classroom teaching with real life situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
45.	I make use of illustrations to simplify my subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
46.	I am regular and punctual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
47.	I create interest in the students in the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
48.	My results are always 100%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
SCORE						<input type="text"/>	

Sr. No.	STATEMENTS	RESPONSES					SCORE
		Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree	
49.	While teaching I always keep in mind that I am accountable to students, parents and management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
50.	I pay individual attention to each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
51.	I supervise and examine written and practice work of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
52.	I am creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
53.	I am responsible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
54.	I am imaginative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
55.	I have adjustment capacity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
56.	I am humorous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
57.	I have missionary zeal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
58.	My students, their parents, my colleagues and principal can trust me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
59.	I seek cooperation of students to pursue my topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
60.	I help students in developing problem solving ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
61.	After examining, I return answer books to the students in a week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
62.	I have full knowledge of the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
						SCORE	<input type="text"/>

8 | Consumable Booklet of P G T E S

Sr. No.	STATEMENTS	RESPONSES					SCORE
		Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree	
63.	I share my experiences about my subject with my colleagues to enhance my knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
64.	I extend my cooperation in staff meetings and other subject related meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
65.	I am emotionally stable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
66.	I use criticism by students and others as feedback for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
67.	I conduct periodical class tests of students to give them proper feedback and seek feedback from them regarding my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
68.	I give my feedback to students regarding their marks and performance while distributing them answer books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
SCORE						<input type="text"/>	

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Consumable Booklet of Teacher Effectiveness Scale TES-PG (English Version).

LIST OF SUBJECT EXPERTS (Modified Tool)

S.No	Name of the Subject Expert	Address
01	Prof. Lungsang Zeliang	Department of Education. Nagaland University, Kohima Campus, Meriema, Nagaland-797 004
02	Dr. Murathoti Rajendra Nath Babu	Department of Teacher Education. Nagaland University, Kohima Campus, Meriema, Nagaland-797 004
03	Dr. Khotole Khieya	Department of Education. Nagaland University, Kohima Campus, Meriema, Nagaland-797 004
04	Thejangutou Liegise.	Bosco College of Teacher Education, Dimapur, Nagaland 797112
05	Thejano Meru	Principal, Dainty Buds, Kohima, Nagaland-797 001

LIST OF COLLEGES VISITED

Sl.No	Name of College
1	Kohima College, Billy Graham Rd, Kohima, Nagaland -797003
2	Kros College, Lerie Colony, Kohima, Nagaland -797005
3	Oriental College, East Circular Road, kohima, Nagaland - 797001
4	Capital College, P.R. Hill, Kohima, Nagaland -797005
5	Mountain View Christian College, _Keyakhe, Kohima,Nagaland-797001
6	Modern College, Porter Land Road, Kohima, Nagaland -797005
7	Sazolie College, Kohima Science College Road, Nagaland-797002
8	Model Christian College, A.G. Colony, Kohima, Nagaland-797001
9	Alder College, Sepfuzou, Kohima Nagaland -797001
10	Don Bosco College, Meluri Road, Kohima, Nagaland -797003
11	Baptist College Mission Compound, Kohima, Nagaland-797001
12	St. Josephs College, Jakhama Road, Kohima, Nagaland-797001
13	Japfu Christian College NH29, Kigwema, Nagaland -797001,
14	Mt. Olive College, Daklane, Kohima, Nagaland- 797001
15	Mt. Tiya College, Wokha Town, Wokha- 797111 -Nagaland
16	Bailey College, Vongoju Colony Wokha -797111- Nagaland
17	Peoples College, Kumlong, Mokokchung, Nagaland -798601
18	Jubilee Memorial College, Salangtem Ward Mokokchung Nagaland - 798601
19	Fazl Ali College, Chuchuyimpang, Nagaland -798601
20	Peren Government College, Beilikui colony, Peren, Nagaland - 797101

21	St. Xavier College, Jalukie, Nagaland -797110
22	Wangkhaoh Government College, Mon, Nagaland -798621

RAW SCORES

S.No	Gender	Type of institute	Educational Qualification	Teaching experience	Job Satisfaction	Teacher Effectiveness
1	1	1	1	3	280	277
2	1	1	1	3	266	289
3	1	1	1	1	359	337
4	2	1	4	2	274	268
5	2	1	3	2	256	294
6	2	1	1	1	300	302
7	2	1	1	2	237	238
8	2	1	1	1	274	297
9	2	1	1	3	275	263
10	2	1	1	4	319	280
11	2	1	4	1	262	255
12	2	1	2	2	304	282
13	2	1	4	3	266	317
14	1	1	1	1	310	316
15	1	1	1	2	309	300
16	2	1	1	3	276	310
17	2	1	1	2	339	300
18	2	1	1	3	279	325
19	2	1	4	2	279	328
20	2	1	2	2	281	313
21	2	1	2	2	277	319
22	2	1	1	1	257	279
23	2	1	1	4	238	305
24	2	1	1	2	272	317
25	2	1	4	2	241	262
26	2	1	1	1	260	274
27	2	1	1	2	255	277
28	2	1	1	2	273	285
29	2	1	1	1	269	279
30	1	1	1	2	246	272
31	2	1	1	2	265	268
32	2	1	3	2	236	284
33	1	1	1	2	269	295
34	2	1	1	2	254	317
35	2	1	1	3	235	306
36	2	1	1	1	309	305
37	1	1	2	1	320	322
38	1	1	3	3	273	277

39	1	1	1	2	244	278
40	1	1	4	2	252	209
41	1	1	2	2	236	276
42	1	1	1	1	241	280
43	1	1	2	2	236	278
44	2	1	1	1	229	278
45	1	1	1	1	218	276
46	2	1	2	1	247	273
47	1	2	1	1	275	273
48	2	2	1	1	256	308
49	2	2	1	1	266	313
50	1	2	1	1	264	279
51	1	2	1	1	267	270
52	2	2	1	1	265	318
53	2	2	1	1	285	280
54	1	2	1	1	267	254
55	1	2	1	1	264	278
56	1	2	1	1	270	272
57	2	2	1	1	294	311
58	2	2	1	1	264	276
59	2	2	1	1	244	251
60	1	2	4	1	257	277
61	2	2	3	1	245	288
62	2	2	1	1	286	329
63	2	2	1	1	271	272
64	2	2	1	1	251	295
65	1	2	1	1	278	269
66	2	2	1	1	241	250
67	2	2	2	1	226	256
68	1	2	1	3	261	286
69	2	2	1	1	263	262
70	2	2	1	1	348	321
71	2	2	1	2	278	331
72	1	2	1	2	250	338
73	2	2	1	1	264	299
74	2	2	1	2	272	279
75	2	2	1	1	262	275
76	2	2	1	1	232	231
77	1	2	1	1	236	283
78	2	2	1	1	242	312
79	2	2	1	1	246	261
80	2	2	1	1	248	283
81	2	2	1	1	248	281

82	2	2	1	1	267	284
83	2	2	1	1	263	258
84	2	2	1	1	257	267
85	1	2	4	2	260	254
86	1	2	1	1	281	274
87	2	2	1	1	247	268
88	2	2	1	1	295	281
89	1	2	3	1	247	265
90	2	2	1	2	220	259
91	2	2	1	1	193	273
92	2	2	1	1	292	270
93	2	2	1	1	255	266
94	1	2	1	1	279	276
95	1	2	1	1	285	293
96	2	2	1	1	249	254
97	2	2	1	1	250	270
98	2	2	1	1	272	265
99	2	2	1	1	253	303
100	1	2	1	1	296	297
101	2	2	1	1	276	256
102	1	2	1	1	232	285
103	1	2	1	1	222	270
104	2	2	1	1	322	313
105	2	2	1	1	246	234
106	2	2	1	1	264	280
107	2	2	1	1	242	284
108	2	2	1	1	283	321
109	1	2	1	2	290	308
110	1	2	4	1	245	262
111	2	2	2	1	241	256
112	2	2	3	1	267	282
113	2	2	1	1	254	257
114	2	2	1	1	255	258
115	2	2	1	1	243	253
116	1	2	2	1	258	285
117	1	2	1	2	256	264
118	1	2	1	1	254	272
119	2	2	2	1	228	264
120	2	2	1	1	274	269
121	2	2	1	2	251	290
122	2	2	1	2	252	302
123	2	2	1	1	236	207
124	2	2	2	1	227	232

125	2	2	1	1	270	279
126	2	2	4	2	239	240
127	1	2	1	1	256	288
128	2	2	1	1	246	269
129	2	2	1	1	248	273
130	2	2	1	1	273	280
131	1	2	1	1	282	277
132	1	2	1	1	281	272
133	2	2	1	1	284	261
134	2	2	1	1	267	302
135	2	2	2	1	273	279
136	2	2	1	1	279	292
137	1	2	1	2	259	277
138	2	2	1	1	284	282
139	1	2	2	1	254	263
140	1	2	1	1	276	300
141	1	2	1	1	236	275
142	1	2	2	2	233	250
143	1	2	3	1	224	254
144	1	2	1	2	255	268
145	2	2	1	1	268	291
146	2	2	1	1	224	231
147	1	2	1	1	256	269
148	2	2	1	1	243	270
149	2	2	2	1	243	265
150	1	2	1	1	284	289
151	2	2	1	1	224	279
152	2	2	1	1	279	279
153	1	2	1	1	267	263
154	2	2	1	1	211	237
155	2	2	1	1	242	247
156	2	2	1	1	229	275
157	1	2	2	1	259	283
158	1	2	1	1	238	278
159	2	2	1	1	249	269
160	1	2	1	1	248	257
161	2	2	3	1	164	251
162	2	2	2	1	254	289
163	2	2	1	1	146	230
164	2	2	1	1	245	296
165	1	2	1	1	241	296
166	1	2	1	1	241	310

167	1	2	2	1	257	280
168	1	2	4	2	269	278
169	1	2	1	2	284	299
170	1	2	1	2	254	277
171	1	2	4	4	288	284
172	2	2	1	1	264	322
173	1	2	1	3	281	267
174	2	2	1	1	289	271
175	2	2	2	1	263	292
176	2	2	1	2	287	281
177	1	2	1	2	259	281
178	2	2	2	1	237	266
179	2	2	4	2	296	327
180	2	2	4	2	255	293
181	1	2	1	2	255	297
182	2	2	4	1	217	258
183	1	2	3	1	221	242
184	2	2	1	1	225	259
185	1	2	1	1	247	334
186	2	2	1	1	274	289
187	1	2	1	1	268	278
188	2	2	1	1	278	272
189	2	2	1	1	266	260
190	1	2	1	1	275	311
191	1	2	1	1	263	310
192	1	2	1	1	249	308
193	1	2	2	1	257	304
194	2	2	1	1	218	256
195	2	2	4	1	237	325
196	1	2	1	1	231	284
197	2	2	1	1	282	283
198	2	2	1	1	282	269
199	2	2	2	1	157	264
200	2	2	1	1	262	273
201	1	2	1	1	260	300
202	2	2	2	1	269	245
203	2	2	1	1	212	271
204	1	2	1	1	247	265
205	2	2	1	1	274	271
206	1	2	1	1	292	322
207	2	2	1	1	287	269
208	1	2	3	1	203	217

209	2	2	1	1	268	306
210	2	2	1	1	215	318
211	1	2	1	1	233	276
212	1	2	1	1	284	272
213	2	2	1	1	219	270
214	2	2	2	1	254	289
215	2	2	1	1	250	279
216	2	2	2	2	246	338
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220	1	2	1	2	238	273
221	1	2	1	1	279	295
222	2	2	1	1	251	289
223	2	2	1	2	243	250
224	2	2	1	1	250	235
225	2	2	1	1	292	276
226	2	2	1	1	261	266
227	1	2	3	1	339	313
228	1	2	1	1	255	292
229	1	2	1	3	211	308
230	2	2	1	1	307	331
231	2	2	1	1	297	277
232	1	2	1	1	266	279
233	2	2	1	1	258	300
234	2	2	1	1	272	273
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236	1	2	1	1	259	250
237	2	2	1	1	270	257
238	1	2	1	1	253	266
239	1	2	4	2	308	328
240	2	2	2	1	235	257
241	2	2	4	1	272	311
242	1	2	1	1	301	321
243	1	2	1	2	306	328
244	2	2	1	1	266	322
245	1	2	1	2	275	304
246	2	2	1	2	301	337
247	2	2	2	2	258	275
248	2	2	1	1	263	297
249	1	2	1	1	271	241
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256	2	2	1	1	235	245
257	1	2	1	1	228	276
258	1	1	1	2	245	261
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272	1	1	2	1	267	279
273	1	1	1	1	289	338
274	2	1	1	1	284	332
275	1	1	1	1	261	284
276	2	1	2	1	286	304
277	1	1	2	1	207	259
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