

THE ROLE OF TEACHER'S JOB SATISFACTION ON STUDENT'S ACADEMIC ACHIEVEMENT

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ABSTRACT

Job-Satisfaction is a person's attitude towards the job. Like any other attitude, it represents a complex assembly of cognitions, emotions and behavioral tendencies. Academic Achievement is defined as the accomplishment the individual or the student in all school or college subjects. The study done on 160 teachers taken from 54 schools and students of class VIII based on the hypothesis as "there is a significant role of teacher's Job Satisfaction on student's Academic Achievement". The Conclusion in respect of the difference between these two groups is significant to the level of confidence.

Key Words: *Job-Satisfaction, Academic Achievement, Teachers and Students*

INTRODUCTION

In spite of their ability and skill teachers are not successful in using their ability in the classroom teaching. Thus here Job-Satisfaction directly affects teaching effectiveness and hence academic achievement of students. These were the reasons which compelled the researcher to take up this research work, "The role of teacher's job satisfaction on student's academic achievement."

JOB SATISFACTION

People spend a generous portion of their working life in their working surroundings. Most of them have to work for economic reason, very few have the option as where to work. Under these constraints, people would find little satisfaction in their lives if the work place is not too congenial. Essentially, Job-Satisfaction is a person's attitude towards the job. Like any other attitude, it represents a complex assembly of cognitions, emotions and behavioral tendencies. Satisfaction arises directly or indirectly from the work. If a person is satisfied with his job, he gives his best to the work and thus Job-Satisfaction is directly related to the performance.

ACADEMIC ACHIEVEMENT

Academic Achievement is an aspect of behavior and an important aspect to students who are engaged in the process of education and it depends upon its degree of effectiveness for maximum performance. Generally the Academic Achievement is defined as the accomplishment the individual or the student in all school or college subjects. The degree of positive effect that children feel about their own performance would seem to be important not only in maintaining positive attitude towards school, Academic-Achievement and learning but also in promoting competence and self worth. Academic-Achievement helps in declaring examinees successful or unsuccessful, choosing students for various professional and academic

courses and selecting candidates for different jobs. It's a common practice now, to promote students from one class to another on the basis of Academic Achievement.

Sample: The study under investigation, has involved the technique of Random sampling. A sample drawn at random is an unbiased sample in the sense that no member of the population has any more chance of being selected than any other member. 160 teachers have been taken from 54 schools and students of class VIII are taken on the basis of randomization.

Tools: Suitable tools have the way for successful accomplishment of the objectives of the study and the collection of pertinent data. The selection of tools for a particular study depends upon various considerations such as the objectives of the study, the amount of time at the disposal of the researcher, availability of suitable tests, type of sample etc.

1. Job Satisfaction Test- Dr.S.K.Saxena

2. Academic Achievement Scores- Academic Achievement Scores are based on the 8th Board Examination 2008 organized by Basic Shiksha Pañshad.

RESEARCH DESIGN

The simplest form of representing research findings is the frequency distribution or tabulation. Tabulation is a part of the technical process in the statistical analysis of data. The collected data for each variable is being presented systematically and meaningfully.

Hypothesis No.1 There is a significant role of teacher's Job Satisfaction on student's Academic Achievement.

TABLE – 2: Frequency Distribution of Academic Achievement scores of the Students as taught by the teachers

Class Interval	Students of the teachers having high Job Satisfaction					Students of the teachers having low Job- Satisfaction				
	f	f %	Cf	Cf %	Sf	f	f%	cf	cf %	S.F.
500-549	0	0	30	100	3.7	0	0	30	100	0
450-499	11	36.7	30	100	7.0	0	0	30	100	3
400-449	10	33.3	19	63.3	10.0	9	30	30	100	8
350-399	9	30.0	9	30.3	6.3	13	43.3	21	70	9.7
300-349	0	0	0	0	3.0	7	23.3	8	26.7	7
250-299	0	0	0	0	0	1	3.3	1	3.3	2.7
200-249	0	0	0	0	0	0	0	0	0	0.3

TABLE - 2

Comparison between Academic Achievement Scores of the students as taught by teachers having High Job-Satisfaction and as taught by teachers having Low Job Satisfaction

Group	No.	Mean	SD	CR	Significant Value	
St. of High JS Teachers	30	428.3	41	5.03	0.05	0.01
St. of Low JS Teachers	30	375	41		2.00*	2.66**

Significant* Significant**

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Table 1 and 2 show simultaneously Frequency Distribution, Central Tendency and Variability of Academic Achievement scores of Students as taught by the teachers having high and low job-Satisfaction. Maximum 36.7% cases of the students as taught by the teachers having High Job-Satisfaction lie upon (450-499) class interval and maximum 43.3% cases of that students who are taught by the teachers having low job-Satisfaction lie upon (350-399) class interval. The mean of first and second group is 428.3 and 375 respectively which shows that first group is better than second. In this way we can infer that Job-Satisfaction of teachers affect Academic Achievement of the students.

The value of Mean of the Academic Achievement of Students who taught by the teachers having High and Low Job Satisfaction is shown in table (2). The obtained value of C.R. is 5.03. This value is higher than the tabulated value 2.00 at level 0.05 and 2.66 at level .01. It indicates the difference of Mean between two groups is significant. As the value of Mean of Academic Achievement scores of the students who are taught by the teachers having High Job Satisfaction is higher than the Mean value of Academic Achievement scores of the students as taught by the teachers having Low Job Satisfaction, it can be said that there is a positive impact of teacher's Job Satisfaction over student's Academic Achievement.

CONCLUSION

Therefore Hypothesis No. 1, 'there is a significant role of teacher's Job Satisfaction on student's Academic Achievement' is accepted. Difference in Academic Achievement of students as taught by the teachers having High and Low Job Satisfaction is seen. The Conclusion in respect of the difference between these two groups is significant to the level of confidence. It can be safely concluded that the students of highly job-satisfied teachers are better in Academic Achievement than the students of low job satisfied teachers. This result confirms that there is a positive impact of teachers' Job-Satisfaction over students' Academic Achievement.

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