EFFECT OF ADMINISTRATOR'S ONLINE FEEDBACK ON JOB SATISFACTION AND TEACHING COMPETENCY OF SECONDARY SCHOOL TEACHERS

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ABSTRACT
The present study is quasi experimental in nature. Main purpose of the study is to see the effect of Administrator's online feedback on Job satisfaction and Teaching competency of Secondary school teachers during the Lockdown. The non-equivalent control group design was used for the present study suggested by Stanley and Campbell (1963). A total of 163 (61 Male, 102 Female) secondary level schoolteachers and principals of four schools are selected in this study. Two schools were randomly taken as treatment group and rest two schools were treated as control group. There were 78 teachers in experimental group and 85 teachers in control group. Standardized Job satisfaction questionnaire developed by Kumar & Mutha and Standardized General Teaching competency scale developed by Passi & Lalitha were used to collect the data. 2X2X2 two-way Analysis of covariance and Pearson's Product moment correlation were used to test the null hypotheses of the study. Treatment was found significant and positive on Job satisfaction and Teaching competency. Female teachers were found to have significantly higher Job satisfaction as compared to Male teachers. Job satisfaction and Teaching competency were found independent of Gender and Salary of teachers. No significant interactional effect of Gender and Salary with each other and with the treatment on Job satisfaction or Teaching competency was seen. Suggestions for the administrators, teachers and educational planners are given in the study.
Keywords: Administrator's Feedback, Online Feedback, Administrator's Online Feedback, Job satisfaction, Teaching competency, Gender, Salary.

SIGNIFICATION OF THE STUDY

Teaching at secondary school level is a challenging task (Milošević, 2020). Students at this level are more are less able to challenge their teachers' level of knowledge and understanding. They want active interaction with their teachers and want to engage in discussion about the content. The teachers' role at this level is expected as facilitator of learning rather than the major source of knowledge. The traditional educational theories have no longer relevance today because the society is becoming more diverse and political correctness is rapidly taking over free-thinking. Parents become fully involved & take active participation in the process of decision making at school (Brewer, 2007). The teachers are expected to fulfill the expectations of students as well as the expectations of schools, parents, society, and the government. For this purpose, teachers need continuous feedback from different sources. Effective feedback can provide information to the teachers to help and shape the teaching (Yorke, 2003; Nicol et al., 2004; Patel, 2018a). The feedback has great importance in improving teaching effectiveness of the teachers (Patel et al., 2017; Jaszczur, 2018). This has significant effect in professionalizing teaching in the secondary education level (Patel, 2018b; Crawford, 2019). There may be many different sources of providing feedback to the teachers like feedback may be provided by the peers or senior teachers, feedback given by the students also has great importance, feedback may also be provided by the principal or administrator (Ali, 2016; Patel et al., 2018). Lack of feedback closes the door of professional development of the teachers (Zepeda, 2012; Nathan, 2019). It will lead to dissatisfaction of the teachers towards their job. Better performance of teachers can only be expected if they are satisfied with their jobs (Okeke et al., 2017).

For schoolteachers, job satisfaction and Teaching competency have been considered as important factors for the all-roundimprovement of the educational system. Satisfaction is a psychological phenomenon, and its concept is highly subjective in nature. Job satisfaction expresses the amount ofagreement between one's expectation of the job and the rewards the job provides. Job satisfaction may be considered as the result of various attributes possessed by an employee. Teachers with high level of job satisfaction are generally self- motivated in their work and can perform better in the teaching learning process (Chamundeswari, 2013; Toropova et al., 2021). Conversely, teachers with low level of satisfaction may not perform well in their jobs. For example, when teachers are satisfied with their jobs, they teach their students more effectively and ensureclass performance of students more productively. Similarly, when teachers are not satisfied with their jobs this leads to tension and stress and hence, they cannot perform well in the class (Bowers et al., 2001; Kyriacou, 2001). Thus, dissatisfied teachers are a cause of concern since this leads to ineffective teaching which affects the educational quality of the students (Abdullah et al., 2009).

The major factors of job satisfaction are (a) Intrinsic aspect of the job (b) Salary promotion of avenues and service condition (c) Physical facilities (d) Institutional plans and policies (e) Satisfaction with social status and family welfare (f) Satisfaction with authorities (g) Report with students (h) Relationship with co-workers (Dixit,

1993). All these factors play a major role to ensure job satisfactionof the teacher.
In general majority of reports says that the male workers get higher salaries in comparison to female workers. Hegewisch et al. (2016), in a policy paper on 'The Gender Wage Gap: 2015; Earnings Differences by Race and Ethnicity' concluded that 'Women are paid 79 cents for every dollar paid to men'. The UN Women (United Nations entity dedicated to gender equality and the empowerment of women) reported that 'Worldwide, women only make 77 cents for every dollar earned by men' (Source UN News 18 sept. 2022). Some of the studies revealed that female workers showed high job satisfaction than man, despite getting lower salaries in comparison to men's (Kim, 2005, Miao, 2017). On the other hand, some of the studies concluded that male workers experienced higher job satisfaction in comparison to female (Sousa-Poza et al., 2003). However, many of the studies found no difference between the Job satisfaction of men and women (Westover, 2009; Patel et al., 2015). This finding indicated that gender has a crucial role in job satisfaction.
Many studies found that the salary and Job satisfaction has significant positive relationship (Bakan et al., 2013). Other researchers found weak relationship between Salary and Job satisfaction (Adams et al., 1998). Studies called women paradox revealed that female workers showed high job satisfaction than man, despite getting lower salaries in comparison to men's (Kim, 2005, Miao, 2017). This finding indicates that Salary may be also a variable of interest when job satisfaction becomes dependent variable.
The term Teaching competency refers to the set of content knowledge, teaching and communication skills, attitudes and values needed for teacher to complete the teaching learning process successfully (Patel, 2018). Effects of different type of feedback were studied in several studies (Jain, 2014; Chawla et al., 2017, Patel, 2018). Many studies conducted in microteaching and simulated teaching revealed that the feedback has significant positive effect on Teaching competency of the schoolteachers (Passi et al., 1977; Das et al., 1980 & Purohit, 1987). It has been felt that more studies needed to see the effect of Administrator's online feedback on teaching competency of schoolteachers.

STATEMENT OF PROBLEM

The problem was be stated as "Effect of Administrator's online feedback on Job satisfaction and Teaching competency of Secondary school teachers."

RESEARCH OBJECTIVES

Objectives of the study are as follows-

1. To study the effect of Treatment, Gender, Salary of teachers and their various interactions on Job satisfaction by considering Pre-Job satisfaction as covariate.
2. To study the effect of Treatment, Gender, Salary of teachers and their various interactions on Teaching competency by considering Pre- Teaching competency as covariate.
3. To compare mean job satisfaction score of male and female teachers.

RESEARCH HYPOTHESES

Researcher formulated following null hypothesis for the present study-

1 There is no significant effect of Treatment, Gender, Salary of teachers and their various interactions on Job satisfaction by considering Pre-Job satisfaction as covariate.
2 There is no significant effect of Treatment, Gender, Salary of teachers and their various interactions on Teaching competency by considering Pre- Teaching competency as covariate.
3 There is no significant difference between the mean job satisfaction scores of male and female teachers.

METHOD AND PROCEDURE

Sample - The present study was experimental in nature. The sample of the study comprised of 163 secondary school teachers and 4 principals belonging to four different secondary schools of Indore city. These schools were selected by purposive sampling technique and all the teachers teaching in secondary classes during 2020-21 were taken as sample. Out of these four schools the treatment was assigned randomly to two schools. The Group-wise and gender wise distribution of teachers is given in the table No. 1

Table 1: Group-wise and School-wise distribution of teachers

Group	Male	Female	Total
Experimental	29	49	78
Control	32	53	85
Total	61	102	163

From table it is evident that the size of the sample was 163 secondary school teachers. Out of these 163

secondary school teachers, 78 secondary school teachers (29 Male & 49 Female) were there in the Experimental Group and 85 secondary school teachers (32 Male & 53 Female) belonged to the Control Group. The schools had comparable management and teacher recruitment policies respectively.

Experimental Design

The present study is quasi-experimental in nature. The non-equivalent control group design was used for the present study suggested by Stanley and Campbell (1963). Two schools out of four schools were randomly designated as Experimental group and rest two schools were treated as Control group. Both the groups were pre-tasted by administering Job satisfaction Scale and Teaching Competence Scale. The treatment was provided to sampled secondary school teachers of Experimental Group in the form of Administrator's online Feedback based on the 6 - 10 minutes video/cctv/online/direct continuous observations by his/her school principal once in a week for each teacher and overall minimum 6 observations in two months. The effect of treatment was analysed by post administered Job satisfaction Scale and Teaching Competence Scale. Data related to salary were collected from the school principals.

TOOLS

Job satisfaction Questionnaire

The Job satisfaction questionnaire is a joint contribution of Dr. Pramod Kumar and Mr. D. N. Mutha for measuring the Job-satisfaction of the secondary school teachers. The split-half reliability of the test was found 0.95 with an index ofreliability of 0.97. The test-retest reliability of the test is 0.73 with an index of reliability 0.85.There had been 100% agreements amongst judges regarding their relevancy to teacher's Job satisfaction are included in the questionnaire.

Teaching competency Scale

General Teaching competency Scale was used to measure Teaching competency of secondary school teachers. This tool was developed by Dr. B. K. Passi and Dr. M. S. Lalitha (1976). The reported inter-observer reliability coefficients range from 0.85 to 0.91. The Scott's coefficient of inter-observer agreement ranging from 0.78 to 0.82 as reported in the manual of the tool.

PROCEDURE OF DATA ANALYSIS

Three-way ANCOVA was used to test first two hypotheses. Independent t-test was used to test third hypothesis and rest three hypotheses were tested by using Pearson's Product moment correlation coefficient.

RESULTS AND INTERPRETATION

Result and interpretation have been presented objective wise as follows-

1 To study the effect of Treatment, Gender, Salary, and their various interactions on Job satisfaction by considering Pre-Job satisfaction as covariate.

The first objective was to study the effect of Treatment, Gender, Salary, and their various interactions on Job satisfaction by considering Pre-Job satisfaction as covariate. Job satisfaction was assessed both before and after the treatment of teacher belonging to experimental group as well as of the control group. There were two levels of Gender namely Male and female. High and low were two levels of salary. Thus, data were analyzed with the help of 2X2X2 Factorial design ANCOVA. The results are given in the Table 2.

Table 2: Summary of 2x2x2 Factorial Design ANCOVA for Job satisfaction by considering Pre-Job satisfaction as covariate

Source of variance	df	SSy.x	MSSy.x	Fy.x	Sig.
Treatment	1	11.748	11.748	7.697	0.006
Gender	1	0.302	0.302	0.198	0.657
Salary	1	0.538	0.538	0.353	0.554
Treatment * Gender	1	0.871	0.871	0.571	0.451
Treatment * Salary	1	1.626	1.626	1.065	0.304
Gender * Salary	1	2.214	2.214	1.450	0.230
Treatment * Gender * Salary	1	0.807	0.807	0.528	0.468
Error	154	235.055	1.526		
Total	163	84148.000			

Effect of Treatment on Job satisfaction by considering Pre-Job satisfaction as covariate

From Table 2 it is evident that the adjusted F-value is 7.697 which is significant at .01 level with df =1/161. It indicates that the adjusted mean scores of Job satisfaction of Treatment group differs significantly from Control group when Pre- Job satisfaction was taken as covariate. In this context the null hypothesis that there is no significant difference between adjusted mean scores of Job satisfaction of Experimental group and Control group by considering Pre- Job satisfaction as covariate is rejected.

Table 3: Adjusted mean score of Job satisfaction by considering Pre- Job satisfaction as covariate.

Group	Adjusted mean score
Experimental	22.734[a]
Control	22.077 [a]

a. **Covariates are evaluated at the following values: Pre-Job satisfaction = 19.7914**

Further from Table 3 it can be seen that the adjusted mean scores of Job satisfaction of Experimental group is 22.734 which is significantly higher than the Control group whose adjusted mean score of Job satisfaction is 22.077. It may, therefore, be said that Experimental group was found to be significantly superior to Control group in improving Job satisfaction when Pre-Job satisfaction was taken as covariate.

Effect of Gender on Job satisfaction by considering Pre-Job satisfaction as covariate

From Table 2 it can be observed that the adjusted F-value for Gender is 0.198 which is not significant. It shows that the adjusted mean scores of Job satisfaction Males and Females do not differ significantly when Pre- Job satisfaction was taken as Covariate. So Gender did not affect differentially Job satisfaction of teachers when Pre-Job satisfaction was taken as Covariate. Thus the null hypothesis that there is no significant effect of Gender on Job satisfaction of teachers by taking Pre- Job satisfaction as covariate is not rejected. It may, therefore, be said that Job satisfaction was found to be independent of Gender when Pre- Job satisfaction was taken as Covariate.

Effect of Salary on Job satisfaction by considering Pre-Job satisfaction as covariate

From Table 2 it can be observed that the adjusted F-value for Salary is 0.353 which is not significant. It shows that the adjusted mean scores of Job satisfaction of high and low salaried teacher groups do not differ significantly when Pre- Job satisfaction was taken as Covariate. So Salary did not affect differentially Job satisfaction of teachers when Pre- Job satisfaction was taken as Covariate. Thus the null hypothesis that there is no significant effect of Salary on Job satisfaction of teachers by taking Pre- Job satisfaction as covariate is not rejected. It may, therefore, be said that Job satisfaction was found to be independent of Salary when Pre- Job satisfaction was taken as Covariate.

Effect of interaction between Treatment and Gender on Job satisfaction by considering Pre-Job satisfaction as covariate

From Table 2 it may be observed that the adjusted F-value for interaction between Treatment and Gender is 0.571 which is not significant. It indicates that the interaction between Treatment and Gender did not affect significantly Job satisfaction of teachers when Pre- Job satisfaction was taken as Covariate. Therefore, the null hypothesis that there is no significant effect of interaction between Treatment and Gender on Job satisfaction of teachers by taking Pre- Job satisfaction as Covariate is not rejected. It may, therefore, be said that Job satisfaction was found to be independent of interaction between Treatment and Gender when Pre- Job satisfaction was taken as covariate.

Effect of interaction between Treatment and Salary on Job satisfaction by considering Pre-Job satisfaction as covariate

From Table 2 it may be observed that the adjusted F-value for interaction between Treatment and Salary is 1.065 which is not significant. It indicates that the interaction between Treatment and Salary did not affect significantly Job satisfaction of teachers when Pre- Job satisfaction was taken as Covariate. Therefore, the null hypothesis that there is no significant effect of interaction between Treatment and Salary on Job satisfaction of teachers by taking Pre- Job satisfaction as Covariate is not rejected. It may, therefore, be said that Job satisfaction was found to be independent of interaction between Treatment and Salary when Pre- Job satisfaction was taken as covariate.

Effect of interaction between Gender and Salary on Job satisfaction by considering Pre-Job satisfaction as covariate

From Table 2 it may be observed that the adjusted F-value for interaction between Gender and Salary is 1.45 which is not significant. It indicates that the interaction between Gender and Salary did not affect significantly Job satisfaction of teachers when Pre- Job satisfaction was taken as Covariate. Therefore, the null hypothesis that there is no significant effect of interaction between Gender and Salary on Job satisfaction of teachers by taking Pre- Job satisfaction as Covariate is not rejected. It may, therefore, be said that Job satisfaction was found to be independent of interaction between Gender and Salary when Pre- Job satisfaction was taken as covariate.

Effect of interaction among Treatment, Gender and Salary on Job satisfaction by considering Pre-Job satisfaction as covariate

Table 2 shows that the adjusted F-value for interaction among Treatment, Gender and Salary is 0.528 which in not significant. It indicates that there was no significant effect of interaction among Treatment, Gender and Salary on Job satisfaction of teachers when Pre- Job satisfaction was taken as Covariate. So, the null hypothesis that there is no significant effect of interaction among Treatment, Gender and Salary on Job satisfaction by taking Pre- Job satisfaction as Covariate is not rejected. It may, therefore, be said that Job satisfaction was found to be independent of interaction among Treatment, Gender and Salary when Pre- Job satisfaction taken as covariate.

2. To study the effect of Treatment, Gender, Salary and their various interactions on Teaching competency by considering Pre-Teaching competency as covariate.

The first objective was to study the effect of Treatment, Gender, Salary and their various interactions on Teaching competency by considering Pre-Teaching competency as covariate. Teaching competency was assessed both before and after the treatment of teacher belonging to experimental group as well as of the control group. There were two levels of Gender namely Male and female. High and low were two levels of salary. Thus data were analyzed with the help of 2X2X2 Factorial design ANCOVA. The results are given in the Table 2.

Table 4: Summary of 2x2x2 Factorial Design ANCOVA for Teaching competency by considering Pre-Teaching competency as covariate

Source of variance	df	SSy.x	MSSy.x	Fy.x	Sig.
Treatment	1	590.914	590.914	16.022	0.000
Gender	1	53.776	53.776	1.458	0.229
Salary	1	2.562	2.562	0.069	0.792
Treatment * Gender	1	119.290	119.290	3.234	0.074
Treatment * Salary	1	50.418	50.418	1.367	0.244
Gender * Salary	1	25.359	25.359	0.688	0.408
Treatment * Gender * Salary	1	131.463	131.463	3.565	0.061
Error	154	5679.622	36.881		
Total	163	1973147.00			

Effect of Treatment on Teaching competency by considering Pre-Teaching competency as covariate

From Table 4 it is evident that the adjusted F-value is 16.022 which is significant at .01 level with df =1/161. It indicates that the adjusted mean scores of Teaching competency of Treatment group differs significantly from Control group when Pre- Teaching competency was taken as covariate. In this context the null hypothesis that there is no significant difference between adjusted mean scores of Teaching competency of Experimental group and Control group by considering Pre- Teaching competency as covariate is rejected.

Table 5: Adjusted mean score of Teaching competency by considering Pre-Teaching competency as covariate

Group	Adjusted mean score
Experimental	110.653[a]
Control	106.026 [a]

a. Covariates are evaluated at the following values: Pre-Teaching competency = 94.2883

Further from Table 5 it can be seen that the adjusted mean scores of Teaching competency of Experimental group is 110.653 which is significantly higher than the Control group whose adjusted mean score of Teaching competency is 106.026. It may, therefore, be said that Experimental group was found to be significantly superior to Control group in improving Teaching competency when Pre-Teaching competency was taken as covariate.

Effect of Gender on Teaching competency by considering Pre-Teaching competency as covariate

From Table 4 it can be observed that the adjusted F-value for Gender is 1.458 which is not significant. It shows that the adjusted mean scores of Teaching competency Males and Females do not differ significantly when Pre-Teaching competency was taken as Covariate. So Gender did not affect differentially Teaching competency of teachers when Pre- Teaching competency was taken as Covariate. Thus the null hypothesis that there is no significant effect of Gender on Teaching competency of teachers by taking Pre- Teaching competency as covariate is not rejected. It may, therefore, be said that Teaching competency was found to be independent of Gender when Pre- Teaching competency was taken as Covariate.

Effect of Salary on Teaching competency by considering Pre-Teaching competency as covariate

From Table 4 it can be observed that the adjusted F-value for Salary is 0.069 which is not significant. It shows that the adjusted mean scores of Teaching competency of high and low salaried teacher groups do not differ significantly when Pre- Teaching competency was taken as Covariate. So Salary did not affect differentially Teaching competency of teachers when Pre- Teaching competency was taken as Covariate. Thus the null hypothesis that there is no significant effect of Salary on Teaching competency of teachers by taking Pre-Teaching competency as covariate is not rejected. It may, therefore, be said that Teaching competency was found to be independent of Salary when Pre- Teaching competency was taken as Covariate.

Effect of interaction between Treatment and Gender on Teaching competency by considering Pre-Teaching competency as covariate

From Table 4 it may be observed that the adjusted F-value for interaction between Treatment and Gender is 3.234 which is not significant. It indicates that the interaction between Treatment and Gender did not affect significantly Teaching competency of teachers when Pre- Teaching competency was taken as Covariate.

Therefore, the null hypothesis that there is no significant effect of interaction between Treatment and Gender on Teaching competency of teachers by taking Pre- Teaching competency as Covariate is not rejected. It may, therefore, be said that Teaching competency was found to be independent of interaction between Treatment and Gender when Pre- Teaching competency was taken as covariate.

Effect of interaction between Treatment and Salary on Teaching competency by considering Pre-Teaching competency as covariate

From Table 4 it may be observed that the adjusted F-value for interaction between Treatment and Salary is 1.367 which is not significant. It indicates that the interaction between Treatment and Salary did not affect significantly Teaching competency of teachers when Pre- Teaching competency was taken as Covariate. Therefore, the null hypothesis that there is no significant effect of interaction between Treatment and Salary on Teaching competency of teachers by taking Pre- Teaching competency as Covariate is not rejected. It may, therefore, be said that Teaching competency was found to be independent of interaction between Treatment and Salary when Pre- Teaching competency was taken as covariate.

Effect of interaction between Gender and Salary on Teaching competency by considering Pre-Teaching competency as covariate

From Table 4 it may be observed that the adjusted F-value for interaction between Gender and Salary is 0.688 which is not significant. It indicates that the interaction between Gender and Salary did not affect significantly Teaching competency of teachers when Pre- Teaching competency was taken as Covariate. Therefore, the null hypothesis that there is no significant effect of interaction between Gender and Salary on Teaching competency of teachers by taking Pre- Teaching competency as Covariate is not rejected. It may, therefore, be said that Teaching competency was found to be independent of interaction between Gender and Salary when Pre-Teaching competency was taken as covariate.

Effect of interaction among Treatment, Gender and Salary on Teaching competency by considering Pre-Teaching competency as covariate

Table 4 shows that the adjusted F-value for interaction among Treatment, Gender and Salary is 3.565 which in not significant. It indicates that there was no significant effect of interaction among Treatment, Gender and Salary on Teaching competency of teachers when Pre- Teaching competency was taken as Covariate. So, the null hypothesis that there is no significant effect of interaction among Treatment, Gender and Salary on Teaching competency by taking Pre- Teaching competency as Covariate is not rejected. It may, therefore, be said that Teaching competency was found to be independent of interaction among Treatment, Gender and Salary when Pre- Teaching competency taken as covariate.

3. To compare the mean Job satisfaction scores of Male and Female teachers

The fourth objective was to compare the mean Job satisfaction scores of male and female teachers. Pre-Job satisfaction scores of the teachers of both (experimental and control) groups are used for this analysis. The data were analyzed with the help of independent t-test. The results are given in Table 6.

Table 6: Gender wise comparison of Mean Job satisfaction scores

Gender	N	Mean	SD	t-value	Sig
Male	61	18.59	4.41	2.89	0.005
Female	102	20.51	3.56		

From Table 5 it can be seen that the t-value is 2.89 which is significant at 0.01 level of significance with df = 161. It shows that the mean score of Job satisfaction of Male and Female teachers differ significantly. Thus the null hypothesis that there is no significant difference between the mean Job satisfaction score of Male and Female teachers is rejected. Further the mean score of Job satisfaction of Female teachers is 20.51 which is significantly higher than those of Male teachers whose mean Job satisfaction score is 18.59. It may, therefore, be said that Female teachers were found to have significantly higher Job satisfaction as compared to Male teachers.

DISCUSSION OF RESULT

The study reveals that treatment itself is effective on improving the Job satisfaction and Teaching competency of teachers. Previous studies reported that that Administrator's feedback is helpful in strengthening teachers' efficacy (Vandermolen et al., 2021). Result of this study has congruent with the conclusion of Jaszczur (2018), Patel (2018) & Crawford (2019). Gender was not found to have any significant interaction with Administrator's online feedback to affect Job satisfaction or Teaching competency. Although in the present study, the Female teachers were found to have higher Job satisfaction level than that of Male teachers as reported earlier by Kim (2005) & Miao (2017). This study found no evidence that job satisfaction may be affected by Salary of teachers. The year of Pandemic may be the possible reason behind this result, because, the study was conducted in year 2020-21i.e. during the period of deadly second wave of Covid-19. In this time period the job was precious. The women paradox (Kim, 2005, Miao, 2017) may be another possible reason behind this result, because the female teachers were 63% of the total sample of the present study. Further Female teachers were found to have significantly higher Job satisfaction. This result is similar to the findings of Muchhal et al. (2010), Mahajan, G.

(2016) & Bazaz (2017).

FINDINGS

The findings of the study are as follows –

1. Experimental group was found to be significantly superior to Control group in improving Job satisfaction when Pre-Job satisfaction was taken as covariate.
2. Job satisfaction was found to be independent of Gender when Pre- Job satisfaction was taken as Covariate.
3. Job satisfaction was found to be independent of Salary when Pre- Job satisfaction was taken as Covariate.
4. Job satisfaction was found to be independent of interaction between Treatment and Gender when Pre- Job satisfaction was taken as covariate.
5. Job satisfaction was found to be independent of interaction between Treatment and Salary when Pre- Job satisfaction was taken as covariate.
6. Job satisfaction was found to be independent of interaction between Gender and Salary when Pre- Job satisfaction was taken as covariate.
7. Job satisfaction was found to be independent of interaction among Treatment, Gender and Salary when Pre-Job satisfaction taken as covariate.
8. Experimental group was found to be significantly superior to Control group in improving Teaching competency when Pre-Teaching competency was taken as covariate.
9. Teaching competency was found to be independent of Gender when Pre- Teaching competency was taken as Covariate.
10. Teaching competency was found to be independent of Salary when Pre- Teaching competency was taken as Covariate.
11. Teaching competency was found to be independent of interaction between Treatment and Gender when Pre-Teaching competency was taken as covariate.
12. Teaching competency was found to be independent of interaction between Treatment and Salary when Pre-Teaching competency was taken as covariate.
13. Teaching competency was found to be independent of interaction between Gender and Salary when Pre-Teaching competency was taken as covariate.
14. Teaching competency was found to be independent of interaction among Treatment, Gender and Salary when Pre-Teaching competency taken as covariate.
15. Female teachers were found to have significantly higher Job satisfaction as compared to Male teachers.

IMPLICATIONS

The conclusion based on the findings of the present study lead to some important educational implications for the teachers, and school administrators-

- Administrator's online feedback has great uses for teachers as it can be used to improve the Job satisfaction and Teaching competency of the teachers. It can also be used to enhance the confidence of teachers, improve the teachers' behaviour in the school. It may be also helpful in professional development of teachers. Administrator's online feedback may also motivate the teachers to plan and use new and effective teaching process. This feedback system will give an opportunity to the teachers to identify their own strengths and weaknesses.
- Administrator's online feedback to the teachers leads to better discipline in classrooms as well as in the school. Improvement in Job satisfaction of teachers may also create positive and working atmospherein the school.
- Teachers need to update their pedagogical knowledge and teaching skills for the better performance and all-round development of students. Thus, the findings of the present study bear an implication and may be utilized by educational planners and administrators to assess the levels of teaching competency regularly and developing strategies to improve the quality ofteaching.
- The findings of the present study may be utilized by educational planners and administrators to assess the levels of work motivation and job satisfaction and develop strategies to improve the quality of teaching.

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