

Job Satisfaction and Teaching Effectiveness of BTC and Special BTC Teachers in Uttar Pradesh

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ABSTRACT

Job satisfaction acts as a powerful force that gives happiness and increase ones efficiency to work effectively. Job satisfaction of the teachers, who have an important place in the information society, will affect the quality of the service they render. Job satisfaction and the teaching effectiveness of teachers are directly related. The more the teacher is effective in his teaching the more he/she is satisfied in his/her job. Teachers are said to be the builders of nation. If the teachers are satisfied in their jobs and have effective teaching, than it directly leads to the beneficiary for the students, which help in their teaching learning process. Descriptive survey method was used by the investigator on a sample of 150 teachers, 100 BTC Teachers and 50 Special BTC Teachers selected by Purposive Sampling technique in Bareilly district of Uttar Pradesh. Standardized Job Satisfaction Scale by Dr. Meera and Teaching Effectiveness Scale by Dr. Umme Kulsum were used by the investigator. The findings revealed that the job satisfaction and Teaching Effectiveness of teachers was high .They are satisfied with their jobs. There occur no significant difference in job satisfaction and Teaching Effectiveness among the said teachers on the basis of their gender and qualification.

***Keywords:** Job Satisfaction, Teaching Effectiveness, BTC Teachers, Special BTC Teachers.*

Teaching is a spiritual process; in which one's mind projects itself into another depending on the personal force of the teacher. As the teacher is to guide the pupils by his example as well as by his percept, he must possess certain definite qualities. The best teachers are those who have certain natural qualifications for the job. The primary obligation of the teaching profession is to guide the children, youth and adults in pursuit of knowledge and skills, to prepare them to follow the way of democracy. Teachers who commit themselves to the profession and who have knowledge, devotion and sacrifice alone can build teaching profession. Satisfaction is an essential factor in any profession. Unless a man is satisfied with his job, it is very difficult for him to carry on his duties effectively and efficiently. A large number of factors like the

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employee's temperament, health, age, social status, activities, political or social organizations determine his satisfaction with the job. This influences to a great extent the quality and quantity of the output. Man in any working situation is able to apply himself whole-heartedly to his work when he has job satisfaction.

Friedlander (1963) founded that job content factors were sources of job satisfaction. He reported that achievement, challenging assignments: recognition and work itself were most important job characteristics of both satisfaction and dissatisfaction. Anjaneyulu (1968) identified the major factors associated with job satisfaction of teachers as management of school, motivation, politician, lack of social status, rigid and orthodox service conditions.

Similarly, Mc. Lucky (1940) and Raugh (1972), while analyzing the reactions of teachers to the teaching situations concluded that teachers of between 4 and 12 years of experience were less happy in their work than those of lesser or greater teaching experience. He observed no significant difference between married and single teachers.

Further, Nagi (1972) observed that lady teachers are more satisfied than male teachers. Teachers of age group 30-40 are much satisfied in their occupation than the teachers of the age group of 21 to 30. Those teachers are more satisfied who have teaching experience of 6 to 10 years, than those of who have more than 11 years' experience. While discovering some of the sources of job-satisfaction among public school teachers Bishop (1970) found that the level of satisfaction increase as the age increases.

Further, Lavingai (1977), while studying the degree of job-satisfaction among various categories of teachers found that primary teachers were more satisfied than secondary teachers. Female teachers were more satisfied than male teachers. Unmarried teachers were more satisfied than married teachers. Young teachers, in the age group of 20 to 24 years, were more satisfied in both of groups of primary and secondary teachers. Job-efficiency was positively related with job-satisfaction.

While analysing the factors that affect job-satisfaction of public high school business teachers Lacy (1969) has given an idea that the community in which teacher lives, school administration, salary, teaching load and amount of teaching experiences affected the job satisfaction of teachers. She also observed that teachers job-satisfaction was not affected by sex, marital status, number of dependents, size of community in which he lives and teachers-she found that fringe benefits were important to job-satisfaction.

Similarly, Reddy and Babu (1995) in a survey of 400 teachers working in residential and non-residential schools estimated that on the whole the teachers working in residential schools had a higher level of job satisfaction than those working in non-residential schools. Women teachers were more satisfied by their men counterparts. The differences in the level of job-satisfaction of different sub-groups of C teachers were also analyzed and discussed.

A survey of the load of work on higher secondary schools teachers in Uttar Pradesh was made by Pal and Gosh (1976). The investigation revealed that the service conditions and other factors contributed to developing frustration and dissatisfaction. The teachers suffered on account of low

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socio-economic status. The unwholesome service conditions had great impact on the physical and mental life of the teacher.

The effectiveness of the educational system largely depends upon the active, resourceful and competent teachers. An effective teacher not only imparts the entire educational curricula allotted to him in the best and the most efficient manner but also ensures the best possible academic performance and an optimum development of the personality of the students. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of the teachers become imperative to empower the students for facing the emerging challenges of global world. Effective is a part of excellence attribute of quality education.

Thakkar (1997) while summing up the characteristics of effective teaching, states that effective teachers take personal responsibility for student's learning, determines the difficulty of the lesson with the ability of the student, give the opportunities to students to practice newly learned concepts, maximize instructional time to increase content coverage, provide direction and control of student learning, use a variety of instructional, verbal methodology and visual aids, try to elicit responses from students each time a question is asked, present material in small steps, encourage students to reason out, initiate classroom dialogues, encourage independent thinking, problem solving and decision making, and provide methods of learning with mental strategies for organizing and learning the content being taught. The activities of improving teacher effectiveness i.e. professional development and teacher evaluation help teachers to develop not only knowledge, skills and attitudes but also critical minds, self-reflection and self-management skills of emotional intelligence.

To become an efficient teacher, teachers are required to possess many qualities. Job satisfaction is one of them because if teachers are satisfied in their jobs and teaching effectiveness is proper, they are creative ability to view things in a new and unusual way, to see problem that no one else may even realize and then to come up with new, unusual and effective solution.

Today the teacher play effective role of motivator and trainers. As the eligibility and recruitment criteria for BTC and Special BTC is different. The researcher tries to find the effectiveness of teachers and compare whether the BTC teachers going for two year long training are better in relation to their job satisfaction and teaching effectiveness as compared to special BTC teachers who have done one extra degree i.e. B.Ed. and have undergone just six months training program of government. The study tries to find out the effect of training and eligibility criteria on effectiveness and sincerity of BTC and special BTC.

OPERATIONAL DEFINITIONS

BTC

BTC is the acronym of basic training certificate. BTC course is conducted by SCERT through DIET and other private institute authorized by NCTE. BTC certificate is must for teaching in primary schools of Uttar Pradesh. BTC teachers are the assistant teacher in primary schools selected by state government. They are recruited after a two years training course.

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SPECIAL BTC Special BTC teachers are the teachers who have B.Ed. degree as their eligibility qualification and are recruited for primary school by state government on merit basis after a six months training course. They do not go for two years training program.

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives.

1. To study the level of job satisfaction in BTC and special BTC teachers of UP.
2. To study the teaching effectiveness of BTC and special BTC teachers of UP.
3. To study the difference in job satisfaction of BTC and special BTC teachers of UP.
4. To study the difference in teaching effectiveness of BTC and special BTC teachers of UP.
5. To study the difference in job satisfaction of male and female BTC and special BTC teachers of UP.
6. To study the difference in teaching effectiveness of male and female BTC and special BTC teachers of UP.
7. To find out relationship between job satisfaction and teaching effectiveness of BTC and special BTC teachers of UP.

RESEARCH METHOD

For the present study the Descriptive survey method was employed by the investigator. In order to get a representative sample the researcher collected the data from the Bareilly district of UP. The investigator considered 30 schools of different localities from district Bareilly of UP. The respondents of the present study were 150 government elementary school teachers. 100 teachers of BTC and 50 teachers of Special BTC. The sample was further categorized into male and female teachers of the schools. In the present study purposive sampling technique was used. Following tools are used by investigator for the collection of data.

1. Job Satisfaction Scale by Dr.(Mrs.) Meera Dixit.
2. Teaching Effectiveness Scale by Umme Kulsum.

RESULTS AND ANALYSIS

1 Result Pertaining To Job Satisfaction among BTC and Special BTC Teachers

Table 1: Job Satisfaction among BTC Teachers

Sr. No	Category	N	Percentage
1	Very Low	1	1
2	Low	-	-
3	Average	9	9
4	Good	32	32
5	High	58	58

Table 1 clearly indicates that the percentage of the highly satisfied teachers was 58% whereas 32% of BTC teachers were good in job satisfaction. This result reveals that maximum of the teachers were satisfied with their job.

Table 2 Job Satisfaction among Special BTC Teachers

Sr. No	Category	N	Percentage
1	Very Low	1	2
2	Low	2	4
3	Average	4	8
4	Good	15	30
5	High	28	56

Table 2 clearly shows that the majority of the SBTC teachers i.e. 56% are highly satisfied, 30% are good and 8% are average in their job satisfaction. Further, it is visible that maximum of them are satisfied in their job.

2 Result Pertaining To Teaching Effectiveness among BTC and Special BTC Teachers

Table 3: Teaching Effectiveness among BTC Teachers

Sr. No	Category	N	Percentage
1	Low	-	-
2	Average	54	54
3	High	46	46

Table 3 clearly reveals that the percentage of the teachers possessing average level of teaching effectiveness were 54%, 46% possessed high teaching effectiveness whereas there was no case of low teaching effectiveness in the sample.

Table 4: Teaching Effectiveness among Special BTC Teachers

Sr. No	Category	N	Percentage
1	Low	-	-
2	Average	24	48
3	High	26	52

Table 4 clearly shows that 48% of the SBTC teachers were having average teaching effectiveness whereas 52% of the SBTC teachers were possessing high teaching effectiveness. None of the Special BTC teacher had low teaching effectiveness.

3 Results pertaining to difference in Job Satisfaction of BTC and Special BTC Teachers of Government Elementary School of UP

Table 5 Showing Mean Scores, SD, t-value among BTC and Special BTC Teachers for job satisfaction.

Category	N	Mean	SD	SED	t-value
BTC Teachers	100	203.7	23.59	4.54	0.46*
Special BTC Teachers	50	201.6	27.49		

*t value at .01 \geq 2.61, *t value at.05 \geq 1.98

From the above mentioned table it is evident that the mean score of Job Satisfaction of BTC and Special BTC teachers do not differ a lot. Both of the mean scores depict that the said teachers are having high Job Satisfaction. Further we find that calculated t-value of magnitude is 0.46 which is smaller than the t tabulated value that is 1.98 at 0.05 level of significance and 2.61 at 0.01 levels. This shows that there is no significant difference in the Job Satisfaction of BTC and Special BTC teachers. The investigator is of the view that such results came out because both type of teachers view the job of teaching a satisfying job full of motivators. Factors like salary, opportunity of promotion, workload etc. seems to be of the same level. The observed difference in mean scores may be due to chance factor.

4 Results Pertaining to difference in Teaching Effectiveness of BTC and Special BTC Teachers.

Table 6 Showing Mean scores, SD, t-value of BTC and Special BTC teachers for teaching effectiveness.

Category	N	Mean	SD	SED	t-value
BTC Teachers	100	404.2	46.64	8.67	1.02*
Special BTC Teachers	50	413.1	51.62		

*t value at .05 \geq 1.98

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The table clearly indicates that the Mean score of teaching effectiveness between BTC and Special BTC teachers lie in close proximity to each other. The t-value calculated came to be 1.02. This shows that there is no significant difference in the teaching effectiveness of BTC and Special BTC teachers. The investigator is of the view that such results came out because both were dedicated to their jobs and possess a good amount of subject knowledge and the required pedagogies. They both go through a training program which helps in increasing their teaching skills. As Lynch and Verdin (1983) has also explored that the professional experiences has been claimed to increase job satisfaction.

5 Results pertaining to significant difference in the Job Satisfaction among Male and Female Teachers of Government Elementary School of UP

Table 7 Showing Mean Scores, SD, t-value of job satisfaction among Male and Female Teachers.

Category	N	Mean	SD	SED	t-value
Male	68	203.2	23.18	4.05	0.07*
Female	82	202.9	26.54		

*t value at .01 \geq 2.61, *t value at .05 \geq 1.98

The careful scrutiny of results of the above table shows that mean job satisfaction score of male and female teachers came nearly the same. Both show higher degrees of satisfaction in their jobs. Further the t-value of magnitude 0.07 is smaller than the t-tabulated value 1.98 at 0.05 level and 2.63 at 0.01 levels. This shows that there is no significant difference in the Job Satisfaction of male and female teachers. The investigator is of the view that such results came out because there are equal opportunities of job for them in the teaching profession. Moreover, the equal salary, equal status, same increment, same professional development, same access to the resource material, same transfer opportunities etc. makes satisfaction level of both male and female teachers equal. The result are in congruence with Amit Kr. Chakraborty(2001) job satisfaction of teacher does not depend on their sexual status.

6 Results pertaining to significant difference in the Teaching Effectiveness among Male and Female Teachers of Government Elementary School of UP

Table 8 Showing Mean Scores, SD, t-value of teaching effectiveness among Male and Female Teachers

Category	N	Mean	SD	SED	t-value
Male	68	408.0	50.84	8.04	0.13*
Female	82	406.9	46.77		

*t value at .01 \geq 2.61, *t value at .05 \geq 1.98

A careful glance at the results inserted in the table 8 clearly reveals that mean score of male and female teachers are almost same. Both have the higher level of teaching effectiveness in their jobs. Further the t-value of magnitude 0.13 is smaller than t-tabulated value of 1.98 at 0.05 level and 2.63 at 0.01 levels of significance. This shows that there is no significant difference in the teaching effectiveness of male and female teachers. The investigator is of the view that such results came out because both the male and female teachers go through the same qualities of training and have same basic eligibility that is subject knowledge, pedagogy knowledge etc. The result of the study are contradictory to Nagi (1972) observed that lady teachers are more satisfied than male teachers.

7 Results pertaining to significant relationship in the Job Satisfaction and Teaching effectiveness of teachers of Government Elementary School of UP.

Table 9: Showing the Correlation between the Job Satisfaction and Teaching Effectiveness among Government Elementary Teachers of UP

Category	N	'r'
Job Satisfaction	150	0.04
Teaching Effectiveness	150	

From the above mentioned table, it is clearly evident that the 'r' value for the job satisfaction and teaching effectiveness is found out to be 0.04 which is negligible. This means teaching effectiveness have no effect on job satisfaction of teachers. Lavingai (1977) found that Job-efficiency was positively related with job-satisfaction.

CONCLUSION

It can be concluded that pedagogy and teacher effectiveness have to be an important determinant for the perception of teaching effectiveness. Therefore stress free environment should be provided to teachers and they should also be provided with all basic necessities for teaching in

the classroom. Continuous reframing of the policies best suited for the teachers and students should be done for effective teaching learning.

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