

A Comparative Study of Teacher Effectiveness and Job Satisfaction of BTC Trained and Special BTC Trained Primary School Teachers

Abstract

Significantly, teacher effectiveness and job satisfaction are more essential to the continuing growth of educational systems around the world. This study is therefore undertaken to compare teacher effectiveness and job satisfaction of primary school teachers. A sample of 200 primary school teachers comprising 100 BTC trained and 100 special BTC trained teachers of Kanpur Nagar district was chosen using stratified random sampling technique. Teacher Effectiveness Scale by Dr. Pramod Kumar & D.N.Mutha and Job Satisfaction Scale by Meera Dixit were used to requisite data. The collected data was analyzed using mean, SD, t-test and Pearson's product moment correlation. The findings of the study revealed that the teacher effectiveness among BTC trained and special BTC trained primary school teachers differ significantly. It was found that job satisfaction among BTC trained and special BTC trained primary school teachers also differ significantly. The study also explored a positive correlation between teacher effectiveness and job satisfaction of both groups of primary school teachers.

Keywords: Teacher Effectiveness, Job Satisfaction, Primary School Teachers.

Introduction

Teacher is the backbone of any nation. Education in general and primary education in particular, is an essential input in the process of national development. Primary education is that crucial stage of education which lays the foundation of later development. It is a matter of common observation also that a school may have excellent material resources in terms of equipments, building and text books or curricula may be appropriate to meet individual/ community requirements, but if the teachers are ineffective or indifferent to their roles and responsibilities, the whole program is likely to be unsuccessful and is largely wasted. The quality of education is determined by the quality of teachers. That's why teachers are considered very essential and indispensable factor of any education system. Thus, good primary education needs good teachers.

Krishnan (1994) stated that teacher effectiveness concerns with those outcomes that reflect the agency of the teacher and objectives of education. It points to the effects of a teacher in a classroom situation. Daniel (1999) viewed job satisfaction as a result or consequence of the individual's experience on the job in relation to his own values, i.e. to what he wants or expects from him.

Prakasham (1988) compared the strength of Teacher Effectiveness in various types of school organization climates as well as under different levels of teaching competency across sex differentiation and territorial variation. Das (1988) tried to find out job satisfaction & job motivation of government school and privately managed school teachers. He concluded that the teachers who were motivated were also found highly satisfied in their jobs. Atreya (1989) found that teaching effectiveness was significantly correlated with values and job- satisfaction. Dutta, Vibha (2003) studied Teacher Effectiveness and Ascendance-Submission. Two types of teachers are appointed in primary schools, one those who have completed BTC (Basic Training Certificate) training and second those who



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have completed a short term six months special BTC training course after doing B.Ed. The concept of special BTC came into existence in 1999. It is a short term special training programme for B.Ed. trained candidates. Its duration is only six months. During this short-span of training, the students do not have the opportunity to learn child psychology deeply. Unless they have thorough knowledge of child psychology, they can't manage the children properly leading to dissatisfaction. If teachers are not satisfied in their job, they will not be able to give their best to the students. Also there is a difference in the initial goal, qualification and teaching experience of BTC trained and special BTC trained teachers. The question arose, 'Is there any difference in Teacher Effectiveness and Job Satisfaction of two groups of teachers?' This led the researcher to choose this topic.

Objectives of the Study

The main objectives of the present study were as follows:

1. To compare Teacher Effectiveness of BTC trained and Special B.T.C trained Primary School Teachers.
2. To compare Job Satisfaction of BTC trained and Special B.T.C trained Primary School Teachers.
3. To find out the relationship between Teacher Effectiveness and Job Satisfaction of B.T.C trained Primary School Teachers.
4. To find out the relationship between Teacher Effectiveness and Job Satisfaction of Special B.T.C trained Primary School Teachers.

Hypotheses of the Study

Following were the hypotheses to be tested to achieve the objectives of the study.

- Ho1.** There is no significant difference in the Teacher Effectiveness of BTC Trained and Special BTC Trained Primary School Teachers.
- Ho2.** There is no significant difference in Job Satisfaction of BTC Trained and Special BTC Trained Primary School Teachers.

Ho3. There is no significant relationship between Teacher Effectiveness and Job Satisfaction of BTC Trained Primary School Teachers.

Ho4. There is no significant relationship between Teacher Effectiveness and Job Satisfaction of Special BTC trained Primary School Teachers.

Method Applied in the Present Study

In the present study, descriptive survey method was used. Descriptive research seeks to find answers to questions through the analysis of variable relationships.

Sample of The Study

The sample of the present study consisted of 200 primary school teachers of Kanpur Nagar district. In this, 100 are BTC trained and 100 are Special BTC trained Primary School Teachers.

Variables of the Study

In the present study, the teacher effectiveness and job satisfaction of primary school teachers were considered as the research variables and teacher's training was treated as exploratory variable.

Tools of the Study

1. Teacher Effectiveness Scale (TES) developed by Pramod Kumar & D.N. Mutha .It is a likert type scale consisting 69 items pertaining different aspects of teacher effectiveness. The total score varies from 69 to 345 showing least teacher effectiveness to highest teacher effectiveness.
2. Job Satisfaction Scale developed by Meera Dixit. It is also a five point likert type scale containing 52 items measuring various aspects of job. The range of score is 52 to 260.

Analysis & Interpretation of The Study

In present research, various statistical techniques such as mean, standard deviation, t-test correlation etc. is used for analysis and interpretation of data.

Table 1

Significance of difference between means of BTC Trained and Special BTC Trained Primary School Teachers on Teacher Effectiveness

| S.N. | Primary School Teachers | N | M | S.D. | t | Significant |
|------|---|-----|--------|-------|------|---------------------|
| 01 | BTC Trained Primary School Teachers | 100 | 290.91 | 16.92 | 5.92 | Significant at 0.01 |
| 02 | Special BTC Trained Primary School Teachers | 100 | 277.71 | 14.54 | | |

Table 1 shows that the mean of teacher effectiveness of BTC trained primary school teachers is 290.91 and the mean of teacher effectiveness of special BTC trained primary school teachers is 277.71. The t-value is found 5.92 which is significant at 0.01 level of significance. Hence, it can be interpreted that there is a significant difference between BTC trained primary school teachers and special BTC trained primary school teachers in

relation to their teacher effectiveness. BTC trained primary school teachers are more effective than special BTC trained primary school teachers.

Therefore, the null Hypothesis Ho1 that is "There is no significant difference in the Teacher Effectiveness of BTC Trained and Special BTC Trained Primary School Teachers" is rejected at 0.01 level of significance.

Table 2

Significance of difference between means of BTC Trained and Special BTC Trained Primary School Teachers on Job Satisfaction

| S.N. | Primary School Teachers | N | M | S.D. | t | Significant |
|------|---|-----|--------|-------|------|---------------------|
| 01 | BTC Trained Primary School Teachers | 100 | 170.60 | 27.33 | 3.08 | Significant at 0.01 |
| 02 | Special BTC Trained Primary School Teachers | 100 | 158.96 | 26.19 | | |

Table 2 shows that the mean of job satisfaction of BTC trained primary school teachers is 170.60 and the mean of job satisfaction of special BTC trained primary school teachers is 158.96. The t-value is found 3.08 which is significant at 0.01 level of significance. Hence, it can be interpreted that there is a significant difference between BTC trained primary school teachers and special BTC trained primary school teachers in relation to their job satisfaction.

BTC trained primary school teachers are more satisfied in their jobs than special BTC trained primary school teachers.

Therefore, the null Hypothesis Ho2 that is "There is no significant difference in the Job Satisfaction of BTC Trained and Special BTC Trained Primary School Teachers" is rejected at 0.01 level of significance.

Table 3

Relationship between Teacher Effectiveness and Job Satisfaction of BTC Trained Primary School Teachers

| S.R. | Variables | N | Correlation | Significant |
|------|-----------------------|-----|-------------|---------------------|
| 01 | Teacher Effectiveness | 100 | 0.843 | Significant at 0.01 |
| 02 | Job Satisfaction | 100 | | |

Table 3 shows that the correlation between teacher effectiveness and job satisfaction of BTC trained primary school teachers is 0.843, which is significant at 0.01 level of significance. So it can be interpreted that more effective BTC trained primary school teachers are more satisfied in their jobs and

less effective BTC trained primary school teachers are less satisfied in their jobs.

Therefore, the null Hypotheses Ho3 "There is no significant relationship between Teacher Effectiveness and Job Satisfaction of BTC Trained Primary School Teachers" is rejected at 0.01 level of significance.

Table 4

Relationship between Teacher Effectiveness and Job Satisfaction of Special BTC Trained Primary School Teachers

| S.R. | Variables | N | Correlation | Significant |
|------|-----------------------|-----|-------------|---------------------|
| 01 | Teacher Effectiveness | 100 | 0.541 | Significant at 0.01 |
| 02 | Job Satisfaction | 100 | | |

Table 4 shows that the correlation between teacher effectiveness and job satisfaction of Special BTC trained primary school teachers is 0.541, which is significant at 0.01 level of significance. So, it can be interpreted that more effective special BTC trained primary school teachers are more satisfied in their jobs and less effective special BTC trained primary school teachers are less satisfied in their jobs.

Therefore, the null Hypotheses Ho4 "There is no significant relationship between Teacher Effectiveness and Job Satisfaction of Special BTC Trained Primary School Teachers" is rejected at 0.01 level of significance.

Findings

Major findings of the study are:

1. BTC trained primary school teachers are more effective than special BTC trained primary school teachers.
2. BTC trained primary school teachers are more satisfied in their jobs than special BTC trained primary school teachers.
3. More effective BTC primary school teachers are more satisfied in their jobs and less effective BTC primary school teachers are less satisfied in their jobs.
4. More effective special BTC primary school teachers are more satisfied in their jobs and less effective special BTC primary school teachers are less satisfied in their jobs.

Educational Implications

1. Heads of various institutions may use this finding to understand the teacher effectiveness of both the above mentioned groups. They may further organize orientation programmes to ameliorate the teacher effectiveness of special BTC trained primary school teachers.

2. The school administration may use these findings in maintaining teacher effectiveness in their school teachers. The quality of education will get a great uplift through this.
3. Job satisfaction is positively correlated with teacher effectiveness. Low level of job satisfaction may cause grave consequences. Thus, certain measures must be undertaken to improve the level of job satisfaction. This would definitely improve teacher effectiveness. Teachers in most government schools do not have an access to basic amenities. The loopholes in the availability of basic infrastructure in these schools are also a major cause of dissatisfaction among teachers. So, it is suggested that the facilities and working conditions of the government schools should be improved drastically. Opening promotion avenues for special BTC trained primary school teachers might help them in their job dissatisfaction area. It is very important to identify the problems and cause of dissatisfaction of teachers and then to adopt measures to solve them. For this, guidance and counseling sessions, refresher courses and workshops should be organized regularly. In a nutshell, to accelerate the effectiveness of teachers, it is necessary to ensure their job satisfaction, for which accurate and practical steps should be taken.
4. Teachers in government schools are made to do household surveys, social surveys, census duties, election duties etc. They should be rather made to focus their abilities on teaching. The students suffer a lot because of teachers being involved in such duties. This causes dissatisfaction in the teachers. The teachers should be made free from these duties.

Suggestions for Further Researches

Any research work is meaningless if it does not provide cause for further research. The solution of one problem paves the way to many other unsolved problems.

Some of the suggestions for future research are identified as follows:

1. The study is confined to Kanpur Nagar district only so conclusions may not be universally valid. It is therefore suggested that study may be conducted on more other districts to establish the results fairly.
2. The study is conducted only on primary school teachers. This may be conducted on teachers of secondary as well as college and university teachers.
3. The sample of only 200 primary school teachers is considered. A study may be conducted on large sample to find out definite results regarding teacher effectiveness and Job Satisfaction.
4. A study based on male and female teachers may also be conducted.
5. The study may be conducted on private school teachers also.
6. The study may be conducted both on urban and rural area school teachers.

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