



RESEARCH ARTICLE

A Comparative Study of Job Satisfaction of BTC and Special BTC Teachers

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ABSTRACT

In this research paper to try the find out the Job Satisfaction of BTC and special BTC Teachers. For this study 60 BTC teachers and 60 special BTC teachers were selected for the present study. As a tool for data collection job satisfaction scale constructed and standardized by S. K. Saxena was used. From the study it is found that BTC teachers and special BTC teachers are different in Job Satisfaction due to use of social environment and background and other causes. The job satisfaction should be improved in the Special BTC teachers by having lovingly, cooperative and helpful should provide the environment to teach better condition.

Key words: Job Satisfaction, BTC, special BTC Teachers

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INTRODUCTION

Job satisfaction is good not only for employees but employers too. It increases productivity and decreases staff turnover (Family Practice Management 1999). These two aspects are important in education in the country. But if the teachers are not satisfied with their profession they cannot increase their performance and thus to contribute to education in the country. A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. The role of teachers is crucial for the transfer of knowledge in schools. At the same time, teachers' remuneration is the biggest cost factor in educational finance. In most countries, developing and industrialized alike, teachers' salaries account for between half and three fourth of current education expenditure.

JOB SATISFACTION

Job satisfaction is one of the most crucial but controversial issues in behavioural management in organizations. There are a number of definitions of job satisfaction. One comprehensive definition is that it is a generalized attitude, resulting from many specific attitudes in three areas: 1. Specific job factors; 2. Individual characteristics and; 3. Group relationships. Therefore, the understanding of job satisfaction requires the consideration of factors such as wages, supervision, steadiness of employment, working conditions, advancement opportunities, recognition of ability, fair evaluation of work, redressal of grievances and so on. In addition to these the employee's age, health, temperament, desires, level of aspiration also play a significant role and must be considered. Further his family relationships, social status; recreational outlets also contribute to job satisfaction. Job satisfaction can be measured by finding out the gap between what a person experiences in actual condition and what he thinks should be there. It is the favorableness or unfavorableness with which people view their jobs Vroom (1964) defines job satisfaction as "the positive orientation of an individual towards all aspects of work situation". So, the job satisfaction is resultant of a host of orientations to specific aspects of job and results when there is an agreement between job characteristics and wants of an employee. It expresses the amount of congruence between one's expectations and rewards. The importance of job satisfaction lies in the

fact that it is closely linked with performance and productivity of a person and is affected by a number of factors.

Many studies have been conducted on teachers' job satisfaction "The relevance of job satisfaction is very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance" (Ololube, 2006, p.1). Thus, teacher satisfaction is rank as one of the highest indicators of overall success. And as Morgan and O'Leary (2004) summarize, "there is a growing body of evidence that when teachers feel good about their work, pupil achievement improves" (p.73). Not only does job satisfaction affect teacher roles, it also influences student achievements. As a result, the Teacher job satisfaction is one that needs to be examined from every aspect and angle. It is believed that this issue is of even more importance today than it was a few years ago because as Brunetti (2001) mentions "teachers have had to contend with difficult working conditions for more than two decades. These conditions include large class sizes, a highly diverse student population, deteriorating or inadequate facilities, a shortage of supplies and equipment, and a paucity of other resources needed to support sound classroom instruction" (p. 49). With degenerating resources and a large number of students, I believe that the issue of what keeps a teacher with the job title of 'teacher' is of dire importance. Studies have been conducted on the importance of teacher job satisfaction from different angles. However, many focus of the psychological or intrinsic aspects of this issue (Verner, 2009; Bareket, 2009; Ololube, 2006; Morgan and O'Leary, 2004; and Brunette, 2001). This study aims at researching teacher job satisfaction using variables rarely examined. These include commute, age, education level, and years experience at current position. Whawo (1993) have suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind. Job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfillment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance (McNamara; War, 1998).

OBJECTIVES

The following objectives are determines for this study -

1. To compare the job satisfaction of Male BTC and special BTC teachers of Allahabad district.
2. To compare the Job satisfaction of Female BTC and special BTC teachers of Allahabad district.
3. To compare the job satisfaction of BTC and special BTC teachers of Allahabad district.

HYPOTHESIS OF THE STUDY

The following Hypothesis are formulated for this study-

1. There is difference between job satisfaction of Male BTC and special BTC teachers of Allahabad district.
2. There is difference between Job satisfaction of Female BTC and special BTC teachers of Allahabad district.
3. There is difference between job satisfaction of BTC and special BTC teachers of Allahabad district.

NULL HYPOTHESIS OF THE STUDY

The following Null Hypothesis are formulated for this study-

1. There is no difference between job satisfaction of Male BTC and special BTC teachers of Allahabad district.
2. There is no difference between Job satisfaction of Female BTC and special BTC teachers of Allahabad district.
3. There is no difference between job satisfaction of BTC and special BTC teachers of Allahabad district.

METHOD OF THE STUDY

In this research Descriptive Survey Method was used.

POPULATION

All BTC and special BTC teachers of Allahabad district were considered as population.

SAMPLING TECHNIQUE

The sample was selected by using random sampling technique. A sample of 60 BTC teachers and 60 special BTC teachers were selected for the present study.

TOOLS USED

The tool used for the present study was job satisfaction scale constructed and standardized by S. K. Saxena.

STATISTICAL ANALYSIS USED

The analysis and interpretation of the data was done by calculating the mean, SD, t- value.

OBSERVATIONS

OBJECTIVE 1: To compare the job satisfaction of Male BTC and special BTC teachers of Allahabad district.

Table 1: Mean SD and T-ratio showing difference in job satisfaction of Male BTC and special BTC teachers

Variable	No.	Mean	SD	t-value
Male BTC Teacher	30	89	12.954	2.023*
Male SBTC Teacher	30	80.1	13.374	

*.05 level of significance

From the table-1 it is clear that the calculated value of t-ratio 2.023 is greater than the table value of t-ratio at .05 level of significance. Therefore the research hypothesis is accepted and the null hypothesis is rejected at .05 level of significance that there is no significance difference in job satisfaction of Male BTC and special BTC teachers. For the above result the following reasons may be possible.

1. Possibly both BTC teachers and special BTC teachers are different academic in nature.
2. Possibly both BTC teachers and special BTC teachers are having the different attitude towards the physical world.

OBJECTIVE 2: To compare the Job satisfaction of Female BTC and special BTC teachers of Allahabad district.

Table 2: Mean, SD and T-ratio showing difference in job satisfaction of Female BTC and special BTC teachers

Variable	No.	Mean	SD	t-value
Female BTC Teacher	30	87.05	13.31	3.18*
Female SBTC Teacher	30	74.23	21.71	

*.05 level of significance

The table indicates that the 't' value=3.18 and 0.050 significant level. Therefore we can conclude that the hypothesis that there is difference between Job satisfaction of Female BTC and special BTC teachers of Allahabad district was accepted. The finding of result show that there is significant

difference between Job satisfaction of Female BTC and special BTC teachers.. This shows that Female BTC better than the special BTC teachers in their Job. For the above result the following reasons may be possible.

1. Possibly both Female BTC teachers and Female special BTC teachers are different academic in nature.
2. Possibly both Female BTC teachers and Female special BTC teachers are having the different attitude towards the physical world.

OBJECTIVE 3 : To compare the job satisfaction of BTC and special BTC teachers of Allahabad district.

Table 3: Mean SD and T-ratio showing difference in job satisfaction of BTC and special BTC teachers

Variable	No.	Mean	SD	t-value
BTC Teacher	60	79.2	19.996	2.109*
SBTC Teacher	60	69.25	19.24	

**.05 level of significance*

From the table-3 it is clear that the calculated value of t-ratio 2.109 is more than the table value of t-ratio at .05 level of significance. Therefore the null hypothesis is rejected and the hypothesis is accepted at .05 level of significance that there is difference between job satisfaction of BTC and special BTC teachers of Allahabad district. For the above result the following reasons may be possible.

1. BTC teachers less thinkers than Special BTC teachers.
2. Special BTC teachers are more qualified than BTC teachers.
3. Special BTC teachers have rational way of thinking but BTC teachers are lacking in it.

CONCLUSION

The variables of psychological such as job satisfaction play an important role for teaching of BTC and special BTC teachers of behavior even in the field of psychological behavior of important role in the better teaching performance. The job satisfaction should be improved in the Special BTC teachers by having lovingly, cooperative and helpful should provide the environment to teach better condition. For better job satisfaction we should control our emotions and having positive nature.

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