

Attitude Of Teachers Job Satisfaction of Trained and Untrained Teachers in West Bengal

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Abstract: Teaching is a noble profession. People engaged in this noble profession have to follow some principles. It is important for the teacher to follow these principles because he is the only person who can instil values in the students. Those principles are impartiality, truthfulness, confidentiality, showing due respect, etc. The role of the teacher in the teaching process is very important. Earlier, the teaching process was considered a two-way process. In modern pedagogy, the teaching process is referred to as multi-faceted. Teacher, student, curriculum, teaching techniques, etc. are all included in the teaching process. Whether it is two-way or multi-faceted, the role of the teacher in the teaching process is very important in all cases. The teacher works as a living medium in the teaching process. The teacher is responsible for conducting the curriculum. He teaches the students based on the students and the situation, the students master it, which increases his knowledge and skills. He takes the responsibility of preparing the students, increasing their interest, connecting them with previous experiences and presenting the content to the students in simple language. The teacher takes the help of educational aids and modern technology as needed. Teachers must have a progressive outlook. Teachers introduce new ideas through various experiments which help in moving the education system forward. Therefore, teachers should follow the motto “Look To Ahead, Do Not Be Short Sight” written by Dr. Sarvepalli Radhakrishnan. Researcher framed seven null hypotheses, 200 teachers of higher secondary level in Nadia district including urban and rural area of west Bengal was considered as sample. In this study, the purposive sampling technique was adopted for sample selection. Researcher select a tools Job satisfaction scale (JSS): Developed by Dr. Amar singh & Dr. T R sharma. After collection of data ‘t’ test was applied for testing hypotheses.

Key Words: Education System, Strength, Desired change, Job Satisfaction.

1. INTRODUCTION :

The ancient education system was based on Gurukul. Guru was the object of utmost respect. In the Atharvaveda, it is said that the father and mother created the body of the child, education gave us a new birth. And we are learning from the Guru. Guru was not only respected, the disciple would completely surrender himself to the Guru. As a result of which the Guru would make the students as ideal human beings. Swami Vivekananda, a notable figure in Indian culture and education, gave the most importance to the personality and character of the teacher. The teacher should be pure in heart and innocent character can bring peace to the words of the teacher. His behavior should be consistent with the words of the teacher. When a teacher goes to teach or educate somewhere, in addition to the unearned qualities, there are many qualities of the teacher that have to be acquired and mastered. These can also be called professional characteristics. The teacher's philosophy of life, outlook, knowledge about education, teaching methods, scientific and psychological knowledge about students, experience and knowledge about education and career guidance, all of which have to be acquired and mastered to become a good teacher. In this case, the influence of the environment is greater, the influence of the controlled environment, education and culture are also very important in this regard. The teacher does not only transmit knowledge, his emotions and feelings are transmitted to the students during teaching. As a result, students participate spontaneously in the teaching-learning process and the work of maintaining connection is strengthened. The teacher's work of maintaining connection is not limited to the classroom only, its effect works outside the classroom as well. The teacher is a role model for students. Students follow his ideals, advice and reflect their

behavior in various areas of life. That is, the teacher not only maintains connection directly in the teaching process, but also maintains connection indirectly. He considers the situation and arranges the content according to the ability of the students and delivers it to the students.

1.1 The purposes of this study :

1. To verify and understand whether the job satisfaction of teachers trained and untrained teachers staff at school has a significantly positive effect on teaching quality assurance;
2. To verify and understand whether the job satisfaction of teachers or higher-level teaching staff at school affects their teaching effectiveness positively.

1.2 STATEMENT OF THE PROBLEM

A Comparative Study of Teachers Job Satisfaction of Trained and Untrained Teachers in West Bengal .

1.3 OBJECTIVES OF THE STUDY

To compare teacher effectiveness of trained and untrained teachers.

1.4 DELIMITATIONS OF THE STUDY

This study completed each stage of the research process with limited resources and the greatest caution possible, despite the following limitations: This study is also limited to Nadia District, West Bengal This study is limited only (10+ 2) level school teachers only

1.5 HYPOTHESES OF THE STUDY

- Ho1. There shall be no significant difference in mean scores of job satisfaction of trained and untrained teachers.
- Ho2. There shall be no significant difference in mean scores of job satisfaction of male and female trained teachers.
- Ho3. There shall be no significant difference in mean scores of job satisfaction of male and female untrained teachers.
- Ho4. There shall be no significant difference in mean scores of job satisfaction of male trained and untrained teachers.
- Ho5. There shall be no significant difference in mean scores of job satisfaction of female trained and untrained teachers.
- Ho6. There shall be no significant difference in mean scores of job satisfaction of female trained and male untrained teachers.
- Ho7. There shall be no significant difference in mean scores of job satisfaction of male trained and female untrained teachers.

1.6 SELECTED UNIVERSE:-

In the present study 200 teachers from 10 (10+ 2) level types of school going teacher of Nadia District is constitute the universe.

1.7 SAMPLING TECHNIQUE:-

Sampling is taking any portion of a population or universe as representative of that population or universe. The process of sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation of variables within a relatively small proportion of the population. In the present study, the sample was selected by PURPOSIVE sampling.

1.8 TOOLS OF THE STUDY:-

Following tools are used as standardized tools for the present problem –

Job satisfaction scale (JSS): Developed by Dr. Amar singh & Dr. T R sharma

2. STATISTICAL ANALYSIS:-

In statistics, there are two types of analysis-Descriptive & inferential analysis. For descriptive analysis Mean, Standard Deviation, Test of Significance, Analysis of Variance, chi-square test was applied to test the significance of differences of levels. To calculate the Test of Significance (t-test) the researcher has used.

TESTING THE SIGNIFICANCE OF Ho1:-

Ho1. There shall be no significant difference in mean scores of job satisfaction of trained and untrained teachers.

Table no. 1
 Significance values among trained & untrained teachers of job satisfaction

Types of Teachers	No. of Teachers	Mean (M)	SD	SED	DF	"t"
Trained	98	73.13	13.35	2.01	198	2.04
Untrained	102	77.25	14.99			

* statistically significant

INTERPRETATION: -

The mean score of the table is respectively 73.13 & 77.25 and SD is respectively 13.35 & 14.99. So, the mean score of trained teachers is less than the untrained teachers. To find the significance of this different. "t" test was used. The 't' value of JSS of both teacher is 2.04. This value is greater than the table value at 0.05 levels that means the value is statistically significant.

TESTING THE SIGNIFICANCE OF Ho2:-

Ho2. There shall be no significant difference in mean scores of job satisfaction of male and female trained teachers.

Table no. 2
 Significance values among trained & untrained teachers of job satisfaction

Types of Teachers	No. of Teachers	Mean (M)	SD	SED	DF	"t"
Trained Male	100	75.5	14.42	2.093	198	0.56
Trained Female	100	76.69	15.17			

*Not Significant at 0.05% Level

INTERPRETATION: -

The mean score of the table is respectively 75.5 & 76.69 and SD is respectively 14.42 & 15.17. A comparison of the computed 't' value of 0.56 at the 0.05 level of significance is shown in the following table. The outcome is therefore not noteworthy. In the case of a Comparative Study of Teachers Job Satisfaction of Trained and Untrained Teachers in West Bengal, there was no discernible variation in the mean score of Comparative Study of Teachers Job Satisfaction, supporting the null hypothesis (H0.2).

TESTING THE SIGNIFICANCE OF Ho3:-

Ho3. There shall be no significant difference in mean scores of job satisfaction of male and female untrained teachers.

Table no. 3
 Significance values among trained & untrained teachers of job satisfaction

Types of Teachers	No. of Teachers	Mean (M)	SD	SED	df	"t"
Male Untrained	95	74.82	13.39	1.94	198	0.25
Female Untrained	105	75.31	14.02			

*Not Significant at 0.05% Level

INTERPRETATION: -

The mean score of the table is respectively 74.82 & 75.31 and SD is respectively 13.39 & 14.02. So the mean score of male untrained teachers is less than the female untrained teachers. To find the significance of this different. "t" test was used. The 't' value of JSS of both teacher is 0.25. This value is less than the table value at 0.05 levels that means the value is insignificant.

TESTING THE SIGNIFICANCE OF Ho4:-

Ho4. There shall be no significant difference in mean scores of job satisfaction of male trained and untrained teachers.

Table no. 4

Significance values among trained & untrained teachers of job satisfaction

Types of Teachers	No. of Teachers	Mean (M)	SD	SED	DF	"t"
Male Trained	104	76.66	14.78	2.006	198	0.86
Male Untrained	96	74.93	13.48			

*Not Significant at 0.05% Level

INTERPRETATION: -

The mean score of the table is respectively 76.66 & 74.93 and SD is respectively 14.78 & 13.48. So the mean score of male trained teachers is greater than the male untrained teachers. To find the significance of this different. "t" test was used. The 't' value of JSS of both teacher is 0.86. This value is less than the table value at 0.05 levels that means the value is insignificant.

TESTING THE SIGNIFICANCE OF Ho5:-

Ho5. There shall be no significant difference in mean scores of job satisfaction of female trained and untrained teachers.

Table no. 5

Significance values among trained & untrained teachers of job satisfaction

Types of Teachers	No. of Teachers	Mean (M)	SD	SED	DF	"t"
Female Trained	103	76.74	14.68	2.02	198	1.99
Female Untrained	97	72.70	13.92			

* Significant at 0.05% Level

INTERPRETATION: -

The mean score of the table is respectively 76.74 & 72.70 and SD is respectively 14.68 & 13.92. So the mean score of female trained teachers is greater than the female untrained teachers. To find the significance of this different. "t" test was used. The 't' value of JSS of both teacher is 1.99. This value is greater than the table value at 0.05 levels that means the value is statistically significant.

TESTING THE SIGNIFICANCE OF Ho6:-

Ho6. There shall be no significant difference in mean scores of job satisfaction of female trained and male untrained teachers.

Table no. 6

Significance values among trained & untrained teachers of job satisfaction

Types of Teachers	No. of Teachers	Mean (M)	SD	SED	DF	"t"
Female Trained	100	73.64	14.14	1.96	198	0.96
Male Untrained	100	75.53	13.58			

*Not Significant at 0.05% Level

INTERPRETATION: -

The mean score of the table is respectively 73.64 & 75.53 and SD is respectively 14.14 & 13.58. So the mean score of female trained teachers is greater than the male untrained teachers. To find the significance of this different. "t" test was used. The 't' value of JSS of both teacher is 0.96. This value is less than the table value at 0.05 levels that means the value is insignificant.

TESTING THE SIGNIFICANCE OF Ho7:-

Ho7. There shall be no significant difference in mean scores of job satisfaction of male trained and female untrained teachers.

Table no. 7

Significance values among trained & untrained teachers of job satisfaction

Types of Teachers	No. of Teachers	Mean (M)	SD	SED	DF	"t"
Male Trained	97	75.71	13.80	2.03	198	0.71
Female Untrained	103	77.17	14.90			

*Not Significant at 0.05% Level

INTERPRETATION: -

The mean score of the table is respectively 75.71 & 77.17 and SD is respectively 13.80 & 14.90. So the mean score of male trained teachers is less than the female untrained teachers. To find the significance of this different. "t" test was used. The 't' value of JSS of both teacher is 0.71. This value is less than the table value at 0.05 levels that means the value is insignificant.

3. RESULTS

Table no:-8

Hypotheses and Inferences for teacher job satisfaction of trained and untrained teachers

Hypotheses	"t" (CR) Value	Significance	Inferences
Ho1. There shall be no significant difference in mean scores of job satisfaction of trained and untrained teachers.	2.04	Significant	Rejected
Ho2. There shall be no significant difference in mean scores of job satisfaction of male and female trained teachers.	0.56	Insignificant	Accepted
Ho3. There shall be no significant difference in mean scores of job satisfaction of male and female untrained teachers.	0.25	Insignificant	Accepted
Ho4. There shall be no significant difference in mean scores of job satisfaction of male trained and untrained teachers.	0.86	Insignificant	Accepted
Ho5. There shall be no significant difference in mean scores of job satisfaction of female trained and untrained teachers.	1.99	Significant	Rejected
Ho6. There shall be no significant difference in mean scores of job satisfaction of female trained and male untrained teachers.	0.96	Insignificant	Accepted
Ho7. There shall be no significant difference in mean scores of job satisfaction of male trained and female untrained teachers.	0.71	Insignificant	Accepted

4. FINDINGS OF THE STUDY : Based on the statistical analysis and interpretation of the results of the present study, the following might be reiterated:

The satisfaction of trained and untrained teachers in the job of teachers is an important issue for teachers and students, because in any job, satisfaction is very important, otherwise the work cannot be done properly, which leads to the possibility of harming oneself and others. In this study, emphasis has been given to two types of subjects: men and women and trained and untrained, and after analyzing the data, it was found that there is a difference in job satisfaction between trained and untrained teachers. At the same time, there is a difference in job satisfaction between female trained and untrained teachers. Moreover, there is no difference in job satisfaction between different types of men and women and male and female trained and untrained teachers in other categories, i.e. the remaining hypotheses are accepted.

5. LIMITATION OF THE STUDY

The following are the study's limitations:

- The researcher sampled 200 higher secondary school students. They were not at all a reflection of the population.
- The survey focused on the Nadia of West Bengal and excluded other districts.
- The data was analysed and interpreted without using complicated statistical methods like ANOVA or F-Value computation.
- This study is limited only (10+ 2) level school teachers West Bengal.

6. Further Research Recommendation

The same study may be extended to other state, districts, Med, diploma, engineering and medical colleges etc. Different other variables like socio-economic status, religion, caste etc. can be included. The current research study was carried out with a sample of 200 and more adolescent students. It is recommendable to conduct the same study with a bigger sample and find out if any differences in results.

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