



## A comparative study of B.T.C and Other Teachers in relation to their Job Motivation

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**ABSTRACT** The present study investigates the comparison between B.T.C Teachers and other teachers (untrained) in relation to their job motivation. Survey method is used to select a sample of 211 primary school teachers. Work motivation questionnaire by K.G Agrawal is used to study. The results of the statistical analyses show no significant difference between B.T.C teacher and other teachers in taking to job motivation. No significant difference is found between teachers in relation to gender difference

### KEYWORDS

motivation, job satisfaction, performance of teachers

### Introduction

**Education is the manifestation of perfection already in man.**  
-Swami Vivekananda-

Education is the basic instrument and primary factor for any nation to develop. The driving forces and technological changes as seen at global, national, regional, and local levels felt in the arena of education (Cynthia and Shoemaker, 1998)

The present scenario of education in our country, shows that candidates with relatively superior qualifications and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be, attitude, competency and job motivation etc. Job motivation among school teachers has been considered as a vital factor for the improvement of the education system and thus has got an unshakeable place in educational researches.

Unless and until a teacher is not motivated for his work you can't expect from him to be accountable. The roots of the problem of lack of accountability and poor motivation among teachers and local administrators lie in the peculiar trajectory taken by the education system. In the early 1950s, education was a privilege of the few who could afford it. With democratization, education became universally accessible and more and more children started enrolling in schools. The 1960s witnessed a sharp increase in the number of schools – government and private. This was also a period when the relatively well to do moved their children out of government schools and the perception gained ground that regular government primary schools were 'schools for the poor'.

Job motivation is the process that initiates and maintains goal-directed performance. It energizes our thinking, fuels our enthusiasm and colors our positive and negative emotional reactions to work. Motivation generates the mental effort that drives us to apply our knowledge and skills. Without motivation, even the most capable person will refuse to work hard. Motivation is very important factors in terms of organization success and achievements. If changes occur in external environment then it is necessary for an organization to adopt that change because it may motivates to gain a competitive advantage. For this, the main thing they required is the skilled and competent employees (Latt, 2008).

Since teacher is work as a nation builder their motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mertler, 1992).

In this study there are two types of teachers one is B.T.C and other teachers. B.T.C teachers are those who are academic qualify with two year course and training for teaching in primary schools. And second is who are not fully trained of any course of teaching but academic qualify. In this study the researcher include these two types of teachers to know their job motivation.

### Need of the study-

The teacher being torch bearer and leader in the process society building through the medium of education, it is needless to emphasize that teacher behaviour will have to be continuously monitored and evaluated. The proper vigilance over the level of their work motivation is much needed. As primary teaching in India is basically imparted by trained primary teachers (known as B.T.C and Vishist B.T.C) and non-trained teachers so their motivation level may be different. The researcher tries to find out the reality of their work motivation

### Objectives

- 1- To Compare the Job Motivation of B.T.C and Other Teachers.
- 2- To Compare the B.T.C Male and Female Teachers in relation to their Job Motivation.
- 3- To Compare the Other male and female teachers in relation to their Job Motivation.

### Hypothesis

- 1- There is no significant difference between B.T.C and Other teachers in relation to their Job Motivation.
- 2- There is no significant difference between male and female teachers of B.T.C in relation to their Job Motivation.
- 3- There is no significant difference between male and female other teachers in relation to their Job Motivation.

### Review literature

Ashley Keshwar Seebaluck (2013) The purpose of this study was to critically analyse the factors that affect the motivation of public primary school teachers and also to investigate if there is any relationship between teacher motivation and job satisfaction in Mauritius. Simple random sampling method was used to collect data from 250 primary teachers who are members of the Government Teachers Union (GTU). Chi-square test was used to test the hypotheses. The findings have shown similar results to the integrated cognitive-motivational model for the study of teachers' professional motivation by Jesus and Lens. However, some results seem to contradict the literature review. On the whole, Mauritian primary teachers have a good motivational level.

**Nzulwa (2014)** sought to establish the motivational factors affecting teachers' professional conduct and work performance of high school teachers in Nairobi County. A descriptive survey design was adopted, with a sample of 150 teachers. The findings indicated teachers professional conduct and work performance is

greatly influenced by motivational factors and there is need to review the motivational tools in place to align them with the teachers need.

Salvam, P (2015) investigates the relationship between motivation, job satisfaction and performance of teachers . Survey method is used to select a sample of 303 teachers. Maddux Employee Performance Appraisal Model (Maddux, 2004) is used to study the performance of teachers. The findings reveal that there is significance difference between motivation, job satisfaction and performance of teachers.

**Research Design**

**Sample**

211 primary school teachers were considered as the sample. Out of them 105 B.T.C and 106 other (not trained) teachers. Again out of 105 teachers, 35 male B.T.C and 70 female. And out of 106, 36 male and 70 female teachers in other teachers category.

**Tool Used**

Work Motivation Questionnaire developed and standardized by K.G Agrawal was used for this study.

**Data Collection**

In the present study, total sample of 211. The sample related to primary school teachers. The researcher personally visits to schools and collect the data from teachers using the above scale.

**Result and Discussion**

The Obtained Statistics for Job Motivation of B.T.C and Other teachers have been given in Table .1

**Table 1: Mean, S.D and “t” Value of B.T.C and Other teachers in relation to their Job Motivation**

| Group          | N   | Mean  | S.D   | t    | significance    |
|----------------|-----|-------|-------|------|-----------------|
| B.T.C Teachers | 105 | 87.85 | 13.35 | .365 | Not significant |
| Other Teachers | 106 | 87.71 | 12.6  |      |                 |

Here B.T.C and Other teachers exhibited no significant difference. The data was analyzed using the 't' test from the table 1 . it is clear that there is no significant difference between B.T.C and other teachers in relation to their job motivation.

**Table -2 Mean ,S.D and 't' value of B.T.C male and female teachers**

| Group      | N  | Mean  | S.D  | t    | significance    |
|------------|----|-------|------|------|-----------------|
| B.T.C Male | 35 | 88.11 | 14.6 | .137 | Not significant |
| Female     | 70 | 87.71 | 12.7 |      |                 |

Table 2 present the result of statistical comparison between B.T.C male and female teachers. The mean and S.D both group along with corresponding t-ratio are given in the relevant columns of the table. The result shows that B.T.C male and female teachers do not differ significantly. They may have same motivation towards teaching profession.

**Table 3 Mean, S.D 't' value of Other Male and female teachers**

| Group        | N  | Mean  | S.D   | t    | significance    |
|--------------|----|-------|-------|------|-----------------|
| Other male   | 36 | 86.78 | 10.88 | .581 | Not significant |
| Other female | 70 | 88.19 | 13.45 |      |                 |

**Findings**

1- In present study it has found that there is no significant difference between B.T.C and other teachers in relation to their job motivation.

2- There is no difference between male and female teachers in relation to their job motivation.

3- There is no significantly difference between other teachers male and female in relation to job motivation.

**Conclusion**

Teaching is an art as well as a skill. There is a growing consciousness in public and professional circles that the “goodness” of an educational programme depends largely on the quality of teaching done in the classroom. Identification of qualified and able teacher personnel is therefore the most important of all other education concerns. Effectiveness may be taken as one's hold on the circumstances as well as on himself. It is related to his power of influencing the environment. Teachers to be effective and to perform the best they have to be adequately motivated and satisfied with their jobs.

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