### TEACHING COMPETENCY AND JOB SATISFACTION AMONG HIGH SCHOOL TEACHERS: A STUDY

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#### Abstract

One of the major goals of Education is to develop students who are capable of and dedicated to life time learning. This means helping them to understand their goals, needs, interest and problems and the ways of solving them. The teachers become the guides philosophers and counselors. They guide the students to formulate their goals and how to achieve them. The main objective of education is to help the student develop those qualities and abilities that will serve him and the community. Teacher acts as an important formative force in the development of society. It is only a competent teacher who can in some measure be worthy of the trust that is placed on him by society. Therefore it is no doubt to say the teachers of present day have no interest in their profession. The most important points is the lack of recognition of the teachers in the society compared to the doctors, lawyers, police or any other Government servants. Job satisfaction refers to a person's feeling of satisfaction with the job, which acts as a motivation to work. Here, it is not merely satisfaction, happiness or self- contentment, but it is always in relation to the job. Job satisfaction is necessarily one "on the job."

Key words: Teacher's Competent- Teaching Experience-Job Satisfaction- Teaching Competency.

### Introduction

The main objective of education is to help the student develop those qualities and abilities that will serve him and the community. Another one is to foster in him those interests and abilities that will enable him to continue growth and learning experience in him and in whatever joint activity he may be engaged. Teacher acts as an important formative force in the development of society. It is only a competent teacher who can in some measure be worthy of the trust that is placed on him by society. A teacher takes a pivotal role in any system of education as the teacher bring desirable changes in the student and deserves to be called a nation builder. It deals with job satisfaction. Job satisfaction is an attitude which is the result of many specific attitudes in three areas namely specific job factors, individual characteristics and group relationships outside the job. Job satisfaction may refer either to a person or a group. It may be more clearly under stood in the concept of employees extent of satisfaction can be viewed in relation to employee's verification with their home and community life. It is generally to say that job satisfaction and life student are closely related. The commission on "Teacher education of the American council of Education" has an extensive study about good teachers who possess respect for personality, community feeling, rational behaviour, emotional footedness, creative power, skill in co-operation, increasing knowledge breadth and integration of scholarship, skill mediating knowledge, friendliness with children, social understanding and behavior, effective citizenship in the school, and skill in evaluation. Thus it becomes inevitable to study the relationship between teaching competency and job satisfaction.

### Objectives

- 1. To examine the relationship between the teaching competency and job satisfaction.
- 2. To examine the difference between the teaching competency and job satisfaction.
- 3. To investigate the difference in the teaching competency if any due to type of school, gender, and locality.
- 4. To investigate the difference in teaching competency difference between age group, teaching experience, and subject.
- 5. To investigate the difference in job satisfaction if any due to type of school, gender, and locality.
- To investigate the difference in job satisfaction if any due to age group, teaching experience, and subject.
   Hypothesis
- 1. There is no significant difference between teaching competency and job satisfaction among high school teachers.
- 2. There is no significant difference between government and matric high school teachers with respect to teaching competency.
- 3. There is no significant difference between rural and urban teachers with respect to teaching competency.
- 4. There is no significant difference between male and female teachers with respect to teaching competency.
- 5. There is no significant difference between age group (below 35 yrs and above 35 yrs) with respect to teaching competency.
- 6. There is no significant difference between arts and science teachers with respect to teaching competency.
- 7. There is no significant difference between teaching experience (below 15 yrs and above 15 yrs) with respect to teaching competency.

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- 8. There is no significant difference between government and matric teachers with respect to job satisfaction.
- 9. There is no significant difference between rural and urban teachers with respect to job satisfaction.
- There is no significant difference between male and female teachers with respect to job satisfaction.
   Research Design

The study is the limited to Salem educational district. The present study involves survey method to gather data from a relatively large number of cases at a particular time. Survey is a procedure in which data are systematically collected from a population through some form of direct solicitation such as face-to-face interview, questionnaire or schedule. The target population for the present investigation is high school teachers in Salem Educational District of Tamil Nadu. The study was conducted on a sample of 150 teachers only. The self reporting tools were administered to 200 teachers and completed data were available for 150 teachers only. The tool comprised of teaching competency rating scale whereby against each statement of the five categories of responses (always, frequently, sometimes, rarely, and never) are given. Under the suitable category, according to his opinion, the teacher has to enter a tick mark in the space provided against each statement. For each statement a score 4, 3, 2, 1, or 0 is to be given respectively for the responses always, frequently, sometimes, rarely, and never. The score on all the 35 statements will be added together and the total sum is considered as the measure of perceived teaching competency. The total score can be varying from 0-140.

The job satisfaction questionnaires prepared by Naseema (1993) was used to measure the job satisfaction of the teachers of high schools in Salem District, Tamil Nadu. Three categories (always, sometimes, and never) are given against each question. The teacher has to enter a tick mark under the categories against each question which he thinks describes him. The job satisfaction questionnaire consists of questions to be answered positively or negatively. Questions 1, 3, 5, 7, 8, 9, 10, 11, 13, 14, 16, 17, 18, 19, 20, 21 and 24 are to be scored positively. Other questions are negatively scored. The scores obtained on all 35 items are added together and the sum will be considered as the extent of satisfaction felt by the teachers. Total score can vary from 0 to 105. The teaching Competency and Job satisfaction were distributed among the high school teachers and asked to respond according to the instructions given. The meticulous task of collecting the data was done by the investigator with due care. The researcher met the provided adequate information and clarified their doubts regarding the test. These tests were administered one after another. These questionnaires were collected by particular duration from the high school teachers.

### **Analysis and Interpretation**

The sample was classified into three categories based on their scoring in teaching competency questionnaire as such low teaching competency, who had scored less than and equal to 83, average teaching competency, who had scored between 82-94 and high teaching competency, who had scored greater than and equal to 95.

Classification	of	Sample	according	to	Teaching
		Compe	tency		

Level of Teaching Competency	Range	Frequency
High	? 95	43
Average	82 - 94	81
Low	? 83	26

The sample was classified to various categories based on their scoring in job satisfaction as such high job satisfaction who had scored greater than and equal to 73, average job satisfaction who had scored between 55 - 72 and low job satisfaction who had scored less than and equal to 56

Table 2							
Classification of Sample according to Job Satisfa							
Level of Teaching Competency	Range	Frequency					
High	? 73	50					
Average	55 – 72	84					
Low	? 56	16					

The descriptive analysis revealed that the data obtained in the present study is suitable for further analysis as decided earlier. As a first step, the investigator analyzed the level of teaching competency and job satisfaction of the teachers as described below:

Table 3									
<b>Teaching Com</b>	petency a	nd Job Satis	faction						
Variables	Mean	S.D							
TC	88.50	7.89							
JS	64.23	11.51							
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High school teachers teaching competency is very high compared to the high school teachers job satisfaction.

	Table 4						
High School Teachers and Their Job Satisfaction							
Variab	oles	Job Sat	tisfaction				
	Mean	S.D					
Type of School	Government	67.87	8.82				
	Matric	60.36	12.57				
Region	Rural	62.47	12.45				
	Urban	66.18	10.30				
Gender	Male	65.21	11.92				
	Female	63.52	11.27				
Age Group	Below 35 yrs	63.76	12.97				
	Above 35 Yrs	64.64	10.21				
Subject	Arts	63.67	12.48				
	Science	64.99	10.77				
Teaching Experience	Below 15 yrs	64.14	12.25				
	Above 15 yrs	64.53	10.59				

There is no significant difference between Government and Matric teachers with respect to Teaching Competency.

			Table	5			
	Difference Betwo	een Types	of Sch	ool and Te	aching C	ompetency	
Type of School	No of Sample	Mean 87.87	S.D	S.E 1 28	<b>D.F</b>	<b>'t' value</b>	Level of Significant
Matric	70 74	89.15	6.09	1.20	140	1.00	0.05
From the above table	e level of significa	nce is $(0.0)$	5)	level of s	ignifican	ce for degr	ee of freedom 148 Hence
the table value = $1.98$ . S	ince the calculated	d value of	•ť	the null h	vpothesi	s is accept	ed.
(1.00) is less than the tal	ble value of 't' (1.	.98) at (0.0	)5)	There	e is no sig	nificant dif	ference between Rural and
( ) ) ) ) ) ) ) ) ) ) ) ) ) ) ) ) ) ) )			- /	Urban tea	chers wi	th respect t	o Teaching Competency.
			Table	6		1	
Significa	nt Difference Betw	ween Local	lities o	f School in	n Their T	eaching Co	mpetency
Locality	No of Sample	Mean	S.D	S.E	<b>D.F</b>	't' value	Level of Significance
Kural	/6 74	88.13	8.50	1.27	148	0.59	0.05
UIDall Enom the choice toble	/4	00.00	5)	lavel of a	anifican	a for door	a of freedom 149 Horas
From the above table the table value $= 1.08$	ince the coloulate	d value of	⊃), ,,,	the null h	unothosi	te for degre	d of freedom 148. Hence
the table value = $1.98$ . S	his value of 't' (1	(0.02) of $(0.02)$	เ วรา	Thora	ypotnesis	s is accepte	a. Forence between Male and
(0.39) is less than the ta	ble value of t (1.	.90) at (0.0	)))	Famala to	achers w	ith respect	to Teaching Competency
			Tabl		acticits w	iiii iespeci	to reaching Competency.
	Difference Bet	ween Gend	lers in	: / Their Tea	ching Co	mnetency	
Gender	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significant
Male	69	88.54	8.04	1.29	148	0.13	0.05
Female	81	88.71	7.67				
From the above table	Level of significa	nce is (0.0	5),	the null h	ypothesis	s is accepte	:d.
the table value = $1.98$ . S	ince the calculate	d value of	't'	There	is no sig	nificant diff	erence between age groups
(0.13) is less than the tab	ble value of 't' (1	.98) at (0.0	)5)	(Below 35	Yrs and	Above 35 y	rs) teachers with respect to
level of significance for	degree of freedon	n 148. Her	nce	Teaching	Compete	ncy.	
Table 8							
			Table	8			
	Difference Betwe	en Age Gr	Table oups i	8 n Their Te	aching C	ompetency	
Age Groups	Difference Betwee No of Sample	een Age Gr Mean	Table oups i S.D	8 n Their Te S.E 1 20	aching C D.F	ompetency 't' value	Level of Significant
Age Groups B 35 Yrs A 35 Yrs	Difference Betwee No of Sample 69 81	een Age Gr Mean 87.82 89.33	Table coups i S.D 8.37 7 27	8 n Their Te S.E 1.29	aching C D.F 148	ompetency 't' value 1.17	Level of Significant 0.05
Age Groups B 35 Yrs A 35 Yrs From the above table	Difference Betwee No of Sample 69 81	<b>een Age Gr</b> <b>Mean</b> 87.82 89.33 Proce is (0.0	<b>S.D</b> 8.37 7.27	8 n Their Te S.E 1.29	aching C D.F 148	ompetency 't' value 1.17	Level of Significant 0.05
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Age Groups B 35 Yrs A 35 Yrs From the above table the table value = 1.98. S (1 17) is less than the tab	Difference Betwee No of Sample 69 81 Level of signification the calculated ble value of 't' (1	een Age Gr Mean 87.82 89.33 ance is (0.0 d value of 98) at (0.0	Table         coups i         S.D         8.37         7.27         5),         't'         )5)	8 n Their Te S.E 1.29 difference 35 yrs) tea There	aching C D.F 148 between achers we	ompetency 't' value 1.17 age groups ith respect of	Level of Significant 0.05 (Below 35Yrs and Above to Teaching Competency.
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~		_	Table	11			
Significant difference between types of school in their job satisfaction							
Govt	No of Sample	<b>Mean</b> 68.00	9.53	<b>5.E</b> 1.83	<b>D.F</b> 148	4 17	Level of Significant
Matric	70 74	60.36	12.57	1.05	140	7.17	0.05
From the above table	Level of signification	nce is (0.0	5).	level of si	gnifican	ce for degre	ee of freedom 148. Hence
the table value = $1.98$ . S	ince the calculated	l value of	ʻť	the null hy	ypothesis	s is rejected	l.
(1.00) is greater than the t	able value of 't' (4	.17) at (0.0	05)	There	is no sig	nificant dif	ference between Rural and
				Urban tead	chers wit	th respect to	o Job Satisfaction.
	Significant diffor	onco hotw	Table	12 alitics in t	hoir ich	caticfaction	<b>a</b>
Locality	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significant
Rural	76	62.47	12.45	1.86	148	1.99	0.05
Urban	74	66.18	10.30				
From the above table the table value = $1.98$ . S (1.99) is greater than the t	Level of signification ince the calculated able value of 't' (1	nce is (0.0 l value of .98) at (0.0	5), 't' )5)	level of si the null hy There Female tea	gnificano ypothesis is no sig achers w	ce for degrees is rejected gnificant dif ith respect	ee of freedom 148. Hence l. ference between Male and to Job Satisfaction.
	Significant differ	onco hotw	Table	13 ndors in th	oir ich a	satisfaction	
Locality	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significant
Gender	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significant
Male	69	65.21	11.92	1.90	148	0.89	0.05
Female	81	63.52	11.27			_	
From the above table the table value $= 1.98$ S	Level of signification	nce 1s (0.0	5), '+'	the null hy	ypothesis	s is accepte	d. Yana katao Tao kina
(0.89) is less than the tal	ble value of 't' (1.	98) at (0.0	)5)	Fxperience	is no sig • (Below	15Vrs and 4	Above 15 vrs) teachers with
level of significance for	degree of freedom	148. Her	nce	respect to	Job Sati	sfaction.	toove is jis) teachers with
			Table	14			
Signi	ficant difference b	oetween te	eaching	, experienc	ce in thei	ir job satisf	action
Teaching Experien	ceNo of Sample	Mean	S.D	S.E	<b>D.F</b>	't' value	Level of Significant
B 15 Yrs	88	64.14 64.53	12.25	1.81	148	0.22	0.05
A 15 YIS	02	04.33	10.59				
From the above table	Level of significat	nce is (0.0	5),	6. There	is no sig	gnificant di	fference between arts and
the table value = $1.98$ . S	ince the calculated	1 value of $(0, 0)$	•t′	scien	ce teac	eners with	respect to teaching
(0.22) is less than the tai	degree of freedom	98) at (0.0 148 Her	JS) DCE	7. There	is no sig	phificant di	fference between teaching
the null hypothesis is ac	cepted.	1 140. 1101	ice	experi	ience (be	elow 15 yrs	s and above 15 yrs) with
Major Findings	I			respec	et to teac	ching comp	etency.
1. There is no significa	nt difference betw	een teachi	ng	8. There	is a signi	ificant diffe	rence between government
competency and job	satisfaction among	g high scho	loc	and m	atric tea	chers with	respect to job satisfaction.
teachers.	ficent differen	a hatwa	<b></b>	9. There is a significant difference between rural and urban teachers with respect to job satisfaction			
2. Inere is no sign	e betwe	en ith	10 There	is no sig	onificant di	fference between arts and	
respect to teaching of	competency.	caeners w	1111	scienc	te teache	rs with resp	pect to job satisfaction.
3. There is no significa	nt difference betwe	een rural a	ind	Implicatio	ons of the	Study	
urban teachers with r	respect to teaching	competen	cy.	1. The p	resent st	udy shows	that there is a significant,
4. There is no significat	nt difference betwe	een male a	ınd	positi	ve relat	tionship be	etween satisfaction and
temale teachers with	respect to teaching	competen	cy.	Ieach So the	ing Com	ipetency of the h	the high school must be aware
(below 35 vrs and s	above 35 vrs) wit	en age gro h respect	to	of the	e fact th	nat only sa	tisfied teachers will be
teaching competency	/.	respect		compe	etent tea	chers.	
				_			

# R

- 2. To improve the teaching of high school teachers should be selected for teaching various subjects. One of the major defects cited in the introduction part of the study is strengthened by the results obtained in the present study. It was cited that in Tamil Nadu, graduates who have not studied other subjects as high school teachers. Lack of specialization in one subject may lead to inefficiency in teaching that subject which will affect the knowledge acquisition of students.
- 3. Appropriate steps can be taken by the state government, educational authorities un fixing the curriculum for high school teacher education programmes and the appointment of high school teachers in secondary schools of Tamil Nadu. Teacher education curriculum could also be altered to this effect.
- 4. In order to make the high school teachers working in secondary schools more competent, existing inservice courses can be strengthened or reorganized, if the existing conditions warrant so.

### **Suggestions for Further Research**

- 1. The study can be replicated to identify the level of job satisfaction and to find out the relationship between teaching competency and job satisfaction for other categories of teachers in high schools.
- 2. Organizational climate of the school and classroom climate could be brought into the study of job satisfaction and teaching competency could be enriched and extending.
- 3. The present study could be extended by including level of job satisfaction in different areas of satisfaction along with other variables such as teaching competency and job satisfaction.
- 4. Studies can be conducted to identify the factors affecting teaching competency, i.e., cognitive, effective and psychomotor factor related to teaching.
- 5. Studies for finding put relationship between satisfaction and teacher effectiveness, considering how a teacher influences his students can also be studied.
- 6. Studies could conduct on teacher competency, job satisfaction, school organizational climate and classroom climate related to the newly introduced Higher Secondary Educational Scenario in Tamil Nadu.
- 7. The study can be extended to find out the exact determining factor of teaching competency and to suggest methods for improving teaching competency.
- Studies can be conducted to find out the effect of micro teaching in teaching competency. Conclusion

The purpose of present investigation was to study the impact of job satisfaction relation to teaching competency with reference to some selected variables, and the study indicated significant relationship among the variables. This study may enrich the educators in the field of education to teach the students with teaching competency it will create job satisfaction used and the findings of this study used for the further research. The findings of the investigation have shown that a few teachers are satisfied in their teaching profession. Similarly a few teachers are not satisfied with their job. Most of the teachers can spend more time developing deep insight into subjects. They showed personal interest and involvement in teaching competency. In this study 84% of the result proved that there is no significant difference between Teaching Competency relations to Job Satisfaction. So I conclude that Job satisfaction plays an important role in determining teaching competency of high school teachers with respect to sex, age, educational qualification, locality, type of school and teaching experience.

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