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.
6. 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.

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.
10. 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.

Table 1
Classification of Sample according to Teaching Competency

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 Satisfaction

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
Teaching Competency and Job Satisfaction

Variables	Mean	S.D
TC	88.50	7.89
JS	64.23	11.51

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

Variables		Job Satisfaction	
		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 Between Types of School and Teaching Competency

Type of School	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significant
Govt	76	87.87	8.89	1.28	148	1.00	0.05
Matric	74	89.15	6.71				

From the above table level of significance is (0.05), the table value = 1.98. Since the calculated value of 't' (1.00) is less than the table value of 't' (1.98) at (0.05) level of significance for degree of freedom 148. Hence the null hypothesis is accepted.

There is no significant difference between Rural and Urban teachers with respect to Teaching Competency.

Table 6
Significant Difference Between Localities of School in Their Teaching Competency

Locality	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significance
Rural	76	88.13	8.50	1.27	148	0.59	0.05
Urban	74	88.88	7.00				

From the above table Level of significance is (0.05), the table value = 1.98. Since the calculated value of 't' (0.59) is less than the table value of 't' (1.98) at (0.05) level of significance for degree of freedom 148. Hence the null hypothesis is accepted.

There is no significant difference between Male and Female teachers with respect to Teaching Competency.

Table 7
Difference Between Genders in Their Teaching Competency

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 significance is (0.05), the table value = 1.98. Since the calculated value of 't' (0.13) is less than the table value of 't' (1.98) at (0.05) level of significance for degree of freedom 148. Hence the null hypothesis is accepted.

There is no significant difference between age groups (Below 35Yrs and Above 35 yrs) teachers with respect to Teaching Competency.

Table 8
Difference Between Age Groups in Their Teaching Competency

Age Groups	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significant
B 35 Yrs	69	87.82	8.37	1.29	148	1.17	0.05
A 35 Yrs	81	89.33	7.27				

From the above table Level of significance is (0.05), the table value = 1.98. Since the calculated value of 't' (1.17) is less than the table value of 't' (1.98) at (0.05) level of significance for degree of freedom 148.Hence the null hypothesis is accepted. Thus there is no significant difference between age groups (Below 35Yrs and Above 35 yrs) teachers with respect to Teaching Competency.

There is no significant difference between Arts and Science teachers with respect to Teaching Competency.

Table 9
Difference Between Various Subjects in Their Teaching Competency

Subjects	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significant
Arts	71	88.60	7.44	1.27	148	0.25	0.05
Science	79	88.92	8.12				

From the above table Level of significance is (0.05), the table value = 1.98. Since the calculated value of 't' (0.25) is less than the table value of 't' (1.98) at (0.05) level of significance for degree of freedom 148.Hence the null hypothesis is accepted. There is no significant difference between Teaching Experience (Below 15Yrs and Above 15 yrs) teachers with respect to Teaching Competency.

Table 10
Significant difference between teaching experience in their teaching competency

Teaching Experience	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significant
B 15 Yrs	88	88.80	8.37	1.18	148	1.16	0.05
A 15 Yrs	62	87.43	6.02				

From the above table Level of significance is (0.05), the table value 1.98. Since the calculated value of 't' (1.16) is less than the table value of 't' (1.98) at (0.05) level of significance for degree of freedom 148. Hence the null hypothesis is accepted.

There is no significant difference between Government and Matric teachers with respect to Job Satisfaction.

Table 11

Significant difference between types of school in their job satisfaction

Type of School	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significant
Govt	76	68.00	9.53	1.83	148	4.17	0.05
Matric	74	60.36	12.57				

From the above table Level of significance is (0.05), the table value = 1.98. Since the calculated value of 't' (1.00) is greater than the table value of 't' (4.17) at (0.05) level of significance for degree of freedom 148. Hence the null hypothesis is rejected.

There is no significant difference between Rural and Urban teachers with respect to Job Satisfaction.

Table 12

Significant difference between localities in their job satisfaction

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 Level of significance is (0.05), the table value = 1.98. Since the calculated value of 't' (1.99) is greater than the table value of 't' (1.98) at (0.05) level of significance for degree of freedom 148. Hence the null hypothesis is rejected.

There is no significant difference between Male and Female teachers with respect to Job Satisfaction.

Table 13

Significant difference between genders in their job 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 Level of significance is (0.05), the table value = 1.98. Since the calculated value of 't' (0.89) is less than the table value of 't' (1.98) at (0.05) level of significance for degree of freedom 148. Hence the null hypothesis is accepted.

There is no significant difference between Teaching Experience (Below 15Yrs and Above 15 yrs) teachers with respect to Job Satisfaction.

Table 14

Significant difference between teaching experience in their job satisfaction

Teaching Experience	No of Sample	Mean	S.D	S.E	D.F	't' value	Level of Significant
B 15 Yrs	88	64.14	12.25	1.81	148	0.22	0.05
A 15 Yrs	62	64.53	10.59				

From the above table Level of significance is (0.05), the table value = 1.98. Since the calculated value of 't' (0.22) is less than the table value of 't' (1.98) at (0.05) level of significance for degree of freedom 148. Hence the null hypothesis is accepted.

Major Findings

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.
8. There is a significant difference between government and matric teachers with respect to job satisfaction.
9. There is a significant difference between rural and urban teachers with respect to job satisfaction.
10. There is no significant difference between arts and science teachers with respect to job satisfaction.

Implications of the Study

1. The present study shows that there is a significant, positive relationship between satisfaction and Teaching Competency of the high school teachers. So the authorities of the high school must be aware of the fact that only satisfied teachers will be competent teachers.

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 in-service 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.

8. 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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