

# A Study of Teaching Competency and Job Satisfaction of Teachers at Secondary Level



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## Abstract

This study was aimed to study the Teaching Competency and Job Satisfaction of Secondary School Teachers. The objectives were to study and compare Teaching Competency of Secondary School Teachers of Bulandshahrdistrict and to ascertain relationship between Teaching Competency of Secondary School teachers and the Teacher job satisfaction. The Descriptive method of research was employed for this study. The simple random sampling technique was used to select 120 teachers from different 08 secondary schools situated in Bulandshahrdistrict in Uttar Pradesh. The standard tools were used to collect data for this study. Findings of this research indicate that most of the secondary school teachers are average satisfied towards their job and have average teaching competency. It can also be concluded that job satisfaction positively related with teaching competency in school environment and higher level of job satisfaction leads to maximum teaching competency among the teachers. Competent teaching requires feeling of satisfaction. On the other hand, feeling of dissatisfaction affects the well-being of teachers.

**Keywords:** Teaching Competency, Secondary School Teachers, Teacher Job Satisfaction.

## Introduction

Teachers are very important in any system of education. No proper education can ever be achieved without an adequately trained and motivated teaching staff. For optimum results to be got from teachers, their satisfaction is of utmost importance. While almost every individual works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction among teachers in this context is the ability of the teaching job to meet teachers' needs and improve their teaching performance. Although the needs of human beings can never be fully satisfied hence assuring teachers' satisfaction is a very difficult task as the satisfaction of one need creates the desire for another higher level need (Maslow, 1954). Therefore, teachers world over seem not to be satisfied, not even in developed countries (National Centre for Education Statistics (U.S.), 1997). Thus, the case of selected sample unit is not an exception. Currently, most motivational theories have put emphasis on the employee rather than the job itself. A few scholars have sought to link job satisfaction of teachers to students' performance.

## Review of Literature

AlTobi & et.al. (2019) revealed in their study "Competencies and Job Satisfaction among Basic Education Teachers" that the level of the teaching competencies possessed by physical education teachers on the total score was high. The results also showed that the three domains of teaching competencies (planning competencies, implementation competencies, and evaluation competencies) are almost similar. Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997). Job satisfaction varies and researchers, for example Peretomode (1991) and 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, [n.d]; War, 1998). Boset, Asmawi & Abedalaziz (2017) explored in their study that EFL teachers' competency and their work motivation possesses strong positive correlation. Results indicated in their study that the greater the level of experience, the higher the levels of competency and work motivation among the EFL teachers. Amalia & Saraswati (2018) proved that competence had an impact toward teacher's performance and certification was found as a moderating variable.

According to Aggarwal (1993), the training of teacher is required for formulating a positive attitude, and a purpose for the profession. It may be usually assumed that the quality of teaching performance is directly influenced by the academic qualification and professional training of teachers. Effective teaching is determined by content, mastery and Pedagogical Skills.

The main purpose of the study was to establish the level of job satisfaction and determine how it influences Teaching competency of secondary school.

**Objective of The Study**

1. To study the job satisfaction of secondary school teachers.
2. To study the teaching competency of secondary school teachers.
3. To find out the relationship between job satisfaction and teaching effectiveness of secondary school teachers working at secondary level.

**Specific Objectives**

Based on the above mentioned general objectives the following specific objectives are devised by the researcher:

1. To find the levels of job satisfaction of secondary school teachers.
2. To find the level of teaching competencies of the male and female secondary teachers in terms of percentage.
3. To compare the job satisfaction of male and female secondary school teachers.
4. To compare the teaching satisfaction of male and female secondary school teachers.

**HYPOTHESIS**

Based on the proposed objectives the following set of Null hypothesis is developed to empirically address the research in question.

**H1**

There exists no significant difference in job satisfaction of male and female secondary school teachers.

**H2**

There exists no significant difference in teaching competency of male and female secondary school teachers.

**H3**

There exists no correlation in teaching competency and job satisfaction of Secondary School teachers.

**Method and Procedure**

The present study was designed to study the teaching competency and job satisfaction of secondary school teachers. As such, the descriptive method of research was employed to carry out this piece of research. Simple random technique has been employed. The sample for the study consisted of 120 Secondary School Teachers selected from 08 secondary schools of Bulandshahrdistrict, Uttar Pradesh.

General Teaching Competency Scale developed by B.K Passi and Mrs. M.S Lalitha and Job Satisfaction Scale developed by Amar Singh and T.R Sharmahas been selected for data collection.

Percentage analysis, t-test and Coefficient of correlation have been used as statistical technique.

**Result and Discussion**

The collected data have been analyzed as well as, interpreted and results of the investigation are discussed as follows:-

**Table 1: Showing the Levels of Job Satisfaction of Secondary School Teachers (N=120)**

Scores Obtained on JS Scale	N	Percentage	Remarks
74- above	42	35	Extremely Satisfied
63-73	18	15	Very Satisfied
56-62	36	30	Moderately Satisfied
48-55	16	13.33	Not Satisfied
47-beow	8	6.66	Extremely Dissatisfied

Perusal of above table shows the levels of Job Satisfaction of secondary school teachers. The statistical data reveals that 35% of secondary school teachers were found extremely satisfied with the job, 15% were found very satisfied with the job. 30% of the secondary school teachers were found moderately satisfied with the job. It was further observed that 13.33% of the secondary school teachers were found dissatisfied with the job and 6.66% of secondary school teachers were found extremely dissatisfied with the job.

**Table - 2: Level of Teaching Competency of the Male and Female secondary School teachers in term of percentage**

Superior	High	Above average	Average	Below Average	Low	Inferior
6	8	16	61	6	3	-

Table 2 reveals that 6% of the secondary school teachers have superior, 8% of them have

high,16% of them have above average, 61% of them have average, 6% of them have below average and

3% of them have low level of teaching competency.

**Table-3****Mean, Standard Deviation and t-scores of Job Satisfaction of Male and Female Secondary School Teachers**

Variable	Male (N=60)		Female (N=60)		t-value	Level of Significance (0.05)
	Mean	S.D	Mean	S.D		
Job Satisfaction	72.78	13.71	77.68	10.16	.862	Not Significant

It is inferred from Table 4 that there is no significant difference between Male and Female secondary school teachers in their Job Satisfaction. Hence null Hypothesis H2 is retained.

**Table 4: Difference between Male and Female teacher educators in their teaching competency**

Variable	Male (N=60)		Female (N=60)		t-value	Level of Significance (0.05)
	Mean	S.D	Mean	S.D		
Teaching Competency	312	22.7	284	25.67	6.32	Significant

**Table 5: correlation between Teaching Competency and Job Satisfaction of secondary school teachers (N=120)**

Teaching Competency & Job Satisfaction	r=0.51	Significant at .01 Level
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The above table depicts that there is Positive relationship between Teaching Competency and Job Satisfaction of secondary school teachers having co-efficient of correlation  $r = 0.51$  ( $p > .01$ ). The above table reveals that Teaching Competency is positively related to the Job Satisfaction of secondary school teachers. This suggests that higher the Teaching Competency, higher will be the Job Satisfaction. Hence Null hypothesis H1 is rejected.

It is inferred from Table 5 that there is a significant difference between Male and Female secondary school teachers in their Teaching Competency. It is concluded that male and female students differed significantly in their Teaching Competency. While comparing the mean scores of Male and Female students, Male secondary school teachers are better than female secondary school teachers in their Teaching competency.

**Findings**

1. Majority of the secondary school teachers both male and female have average level of competencies in teaching.
2. It has been found that 35% of the teachers in secondary education were extremely satisfied, 15% were very satisfied, 30% were moderately satisfied, 13.33% were not satisfied and 6.66% were extremely dissatisfied with their job.
3. There is no significant difference between male and female secondary school teachers in their Job Satisfaction.
4. There is a significant difference between male and female secondary School teachers in their teaching competency. Mean score of male teachers are better than female teachers in their in their teaching competency.
5. There is a significant relationship between teaching competency and Job Satisfaction of secondary school teachers.
6. It has been found that there is a high positive relationship between Teaching Competency and job satisfaction among the teachers in secondary education. The teachers who are effective in their

profession are highly satisfied with their job. It was also found that higher the occupational self-efficacy higher will be the rating of job satisfaction.

**Conclusion**

In view of the above discussion, it can be concluded that most of the secondary school teachers are average satisfied towards their job and have average teaching competency. It can also be concluded that job satisfaction generates substantial positive impact on teaching competency of secondary school teachers and higher level of job satisfaction leads to maximum teaching competency among the teachers. There also exists a positive correlation between job satisfaction and teaching competency. Competent teaching requires feeling of satisfaction. On the other hand, feeling of dissatisfaction affect the efficiency of one's work performance.

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