



Relationship Between Teaching Competence And Job Satisfaction: A Study Among Teacher Educators Working in Self-Financing Colleges in Uttar Pradesh, India

KEYWORDS

Influence, job-satisfaction, teaching competence, teacher educator, self-financing colleges

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ABSTRACT *This paper is an attempt to study the influence of job satisfaction of teacher educators on their teaching competence. Using convenient sampling technique, 180 teacher educators working in self-financing B.Ed. colleges were selected for study. One newly constructed tool entitled 'teaching competence scale' and other modified tool 'job satisfaction scale' were administered on the sample for the collection of data. Statistical Techniques used for the study include descriptive statistics, Karl Pearson's Product Moment Co-efficient of correlation and test of significance of difference between two correlations was also calculated. Findings of the study show significant relationship between the variables under the study for the total sample and for sub-samples. The study also explored the significance of difference in correlation for sub-samples based on sex, locale and educational qualification.*

INTRODUCTION

Liberalization and privatization has created an important change in the teacher preparation institutes in India. Along with the liberalization wave a large number of private teacher education institutes were mushroomed leading to an excess demand for teacher educators. But this demand has not reflected in fixing the salary and other perks for the teacher educators. In addition to that limitations on academic freedom, autocratic governing styles adopted by the managements and the menace of job security created mounting pressure on teacher educators.

This has resulted in an extremely contradicting situation, where teachers are demanded to perform more but in an unpleasing environment, leading to a diminishing job satisfaction of teacher educators.

The relevance of job satisfaction and competencies are very crucial to the long-term growth of any educational system. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior.

Lot of research efforts have been directed on teaching competence but unfortunately much attention of research is not drawn to correlate teaching competence in relation to Teacher Job Satisfaction. The quality or effectiveness of teachers is considered to be associated with his satisfaction towards his profession, his satisfaction with his values. Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided if he satisfied in his profession.

Today, the self-financing teacher's training colleges play a major role in training the teachers. In Uttar Pradesh the self-financing B.Ed. colleges' produces around 0.1 million trained graduate teachers per year compare to the government added colleges which produces less than ten thousand. Many research efforts have been directed on teacher educators, but very few researches had been done on those teacher educators who are working in self-financing B.Ed. colleges.

REVIEW OF RELATED LITERATURE

The review of related studies is an important prerequisite to actual planning and execution of any research work. We review the related literature to those studies which show close

affinity to the present study.

Competence is a highly valued quality that accounts for the effective use of knowledge and skills in specific and concrete contexts. The mastery of relevant knowledge and skills alone is no guarantee of successful performance in complex environments. Individuals should be able to select from their available knowledge and skills in such a way that efficient and effective behavior occurs which requires special "abilities" that take into account the characteristics of a specific context (Westera, 2001).

Taryani(1986),Grossman's(1995)express the teachers knowledge, subject mastery, pedagogy and intelligence are the best predictors of the teacher competence. Shulman (1986), who discusses three kinds of knowledge: content knowledge, pedagogical content knowledge (PCK), and curriculum knowledge. Medley (1982) defined the teacher competence as 'those of knowledge's, abilities and beliefs a teacher process and brings to the teaching situation'. Kaul, (1977) studied the influence of 'Personality factors, Values and Interests on teaching competence.. De Souza (2008), Moberly et al. (2002) studied that Management & Professional attitude of teachers are important domain of teaching competence.

Job satisfaction has been the most frequently investigated variable in organizational behavior . A plethora of studies have examined job satisfaction in the higher education context.

Butt at al. (2005) studied The relationship between teacher workload, job satisfaction and work-life balance within the context of the future modernization of the entire school workforce .

Annamalai (1999) studied job satisfaction of school teachers in relation to certain selected variables viz., (i) attitude towards administration and teaching and (ii) adjustment.

Suryanarayana & Himabindu (1998) had a study on Teaching competency and job satisfaction, among primary and secondary school teachers , in Vizianagaram District. the results of the study reveal that the Teaching Competency in terms of all demographic variables like Sex, Locality, Qualification, experience, type of Management and Type of institution do differ significantly, whereas the Job Satisfaction in terms of all demographic variables like Sex, Locality, Qualification, Marital Status, Experience, Type of Management and Type of Institution categories also do differ significantly.

OBJECTIVES

The present study had the following objectives:

1. To estimate the relationship between 'Job Satisfaction' and 'Teaching Competence' of teacher educators for the total sample and for the relevant sub samples selected.
2. To test whether the correlations obtained between 'Job Satisfaction' and 'Teaching Competence' of Teacher Educators based on the sub samples differ significantly.

HYPOTHESES

The following Hypotheses guided the course of the study.

1. There will be significant relationship between job satisfaction and teaching competence of teacher educators working in self-financing B.Ed. colleges, for the total sample and sub samples based on gender, locale and educational qualifications.
2. The correlations obtained between job satisfaction and teaching competence of teacher educators working in self-financing B.Ed. colleges, for the comparable sub samples based on gender, locale and educational qualification will not differ significantly.

PROCEDURE

The independent variable of the present study is 'Job Satisfaction' and dependent variable of the study is 'Teaching Competence' of teacher educators working in self-financing B.Ed. colleges.

Gender, Locale and Educational Qualification of teacher educators were treated as criterion variables for identifying sub samples.

Sample selected for the study was based on convenient sampling technique. The teacher educator of Varanasi and Lucknow districts were taken as the sample for the study. The final sample of the study consisted of one hundred eighty teacher educators.

One newly constructed tool entitled 'teaching competence' and one modified tool 'job satisfaction' was administered on the sample for the collection of data. Show The dimensions of the teaching competence were based on teaching competence scale which was developed By Dr. VRS Pakalapati(1994) and Passi BK and Lalitha (1978). Fifty items were developed and this constituted the draft 'teaching competence scale'. The scale was conducted on one hundred teacher educators. The scores of the subjects were treated for item analysis and Ambiguous items were removed from the tools after the pilot study. Finally there were 34 items in the final form of scale. The validity of teaching competence variables was established. The reliability of the survey instrument was established through split half method. . The whole test reliability of the instrument was also established through Spearman Brown Professy Formula. The whole test reliability coefficient was 0.795.

Job satisfaction scale is the modified form of Dixit Job Satisfaction Scale", , which was developed by Meera Dixit (1993). In the process of modification we omitted the nineteen items from Dixit Job Satisfaction Scale (DJSS) and added the four new items. Therefore the final scale had 36 items. Since this instrument was modified form the same tool it possess content validity. The tool is a modified form of job satisfaction of teachers developed by Meera Dixit. It ensures reliability. In both scale the participants were asked to rate their agreement on a five point scale , for all positive statements - strongly agree, agree, undecided, disagree, strongly disagree, we follows the scoring pattern as 5,4,3,2,1 respectively, and For each negative statement - strongly agree, agree, undecided, disagree, strongly disagree, We follows the scoring pattern as 1,2,3,4,5,respectively.

STATISTICAL ANALYSIS

As the initial step of analysis mean, median, mode, standard deviation, skewness, kurtosis was calculated. This was done

to ensure that the scores of the variables possess all the important properties of good distribution. Karl Pearson's Product Moment Co-efficient of correlation was also calculated. The details of correlation for the whole sample and sub samples based on gender and locality were worked out and tests of significance of correlations between teaching competence and job satisfaction 0.05 level of confidence interval. The results are given in Table-1

Table.1. Details of relationship between teaching competence and job satisfaction of teacher educators

Sample	Number of subjects (N)	Correlation (r)	Confidence interval At 0.05 level		Shared variance
			Upper limit	Lower limit	
Total	180	0.5754	0.4778	0.6732	33.12
Male	76	0.5731	0.4222	0.7241	32.85
Female	104	0.5696	0.4398	0.6999	32.45
Rural	31	0.5041	0.2424	0.7666	25.40
Urban	149	0.5737	0.4660	0.6814	32.91
With P.G.* and M.Ed.**	91	0.4851	0.3281	0.6423	23.54
With P.G.* M. Ed.** and NET***/ Ph.D.****	89	0.6373	0.5139	0.7607	40.62

*P.G.- Post Graduate (University Degree)

**M.Ed.-Master of Education (University Degree)

*** NET-National Eligibility Test (conducted by UGC-India for Lectureship)

****Ph.D.-Doctor of Philosophy (University Degree)

For the total sample, the correlation between "teaching competence" and "job satisfaction" was 0.5754, which was found to be significant. Hence the relationship between these two variables is considered to be real. The relationship can be verbally interpreted as substantial or marked relationship. The obtained correlation was positive, this means that increase in one variable will result a corresponding increase in other variable. Hence any increase in "job satisfaction" will result in increase in "teaching competence" and vice versa. The shared variance of "teaching competence" with "job satisfaction" was 33.12. This means that 33.12 percent of what was measured by 'teaching competence' was related to 'job satisfaction'.

The relationship between teaching competence and job satisfaction was found to be positive and significant at 0.05 probability level for the total sample as well as for the sub samples based on gender, locale and educational qualification. The percentage of overlap ranges from 23.54 to 40.62. From these findings it can be concluded that there exists significant positive relationship between the variables, teaching competence and job satisfaction of teacher educators for the total sample as well as for selected sub-samples. This relationship indicates that every positive change in job satisfaction may create a positive change in teaching competence also. This would be a useful finding for the authorities of higher education institutions and policy makers. The finding indicate that priorities must be given to maintain a healthy climate which would be pleasing to the teacher educators.

The table shows that relationships between these two variables are highly consistent also. Positive correlations between the variables for samples based on sex, locale and educational qualification proves the consistency of relationship. This corroborates the close affiliation between these two

variables beyond differences based on sex, locale and educational qualification.

Comparison of correlations obtained for comparable sub samples:

In the present study the investigator classified the whole sample on the basis of gender, locale and educational qualification. The statistical data used and results of significance of difference between teaching competence and job satisfaction of male and female teacher educators are given in Table.2

Table.2. Significance of difference in 'r's between teaching competence and job satisfaction of male and female Teacher Educators

S.No.	Sample	N	R	Critical ratio
1	Male	76	0.573	0
2	Female	104	0.569	

Critical ratio - 0 shows that there exist no significant difference in 'r's between teaching competence and job satisfaction for male and female teacher educators. This means that the r's between teaching competence and job satisfaction for male and female is not significant. The difference which is expressed through Critical Ratio can be neglected. This finding proves that sex never interfere in the relationships between these variables. Hence it can be concluded that the relation between 'job satisfaction' and 'teaching competence' was similar in both male and female Teacher Educators.

Table.3. Significance of difference in 'r's between teaching competence and jobsatisfaction of rural and urban Teacher Educators

S.No.	Sample	N	R	Critical ratio
1	Rural	31	0.504	0.485
2	Urban	149	0.574	

The obtained critical ratio of rural and urban teacher educators was less than 1.96 and hence the difference between rural and urban Teacher Educators with respect to their 'r' between 'job satisfaction' and 'teaching competence' was not significant at 0.05 level. Hence it can be concluded that the relation between 'job satisfaction' and 'teaching competence' was similar in both rural and urban locale of Teacher Educators.

Table.4. Significance of difference in 'r's between teaching competence and job satisfaction of educational qualifications with P.G. and M.Ed. and another P.G.,M.Ed. with NET / Ph.D. Teacher Educators

S. No.	Sample	N	r	Critical ratio
1	With P.G. and M.Ed	91	0.485	1.45
2	P.G., M.Ed. with NET / Ph.D.	89	0.637	

The obtained critical ratio of the teacher educators with P.G.,M.Ed. and with P.G.,M.Ed.and NET / Ph.D. Educational qualification was less than 1.96 and hence the difference between with P.G.,M.Ed. and P.G.,M.Ed. with NET / Ph.D. Teacher Educators with respect to their 'r' between 'job satisfaction' and 'teaching competence' was not significant at 0.05 level. Hence it can be concluded that the relation between 'job satisfaction' and 'teaching competence' was similar in both P.G.,M.Ed. and with P.G.,M.Ed.and NET / Ph.D. Teacher Educators.

When the correlations obtained between job satisfaction and teaching competence for sub samples based on gender, locale and educational qualification as P.G.,M.Ed. and with P.G.,M.Ed.and NET / Ph.D. were compared , it is found that there was no significant difference in correlations between job satisfaction and teaching competence for the comparable sub samples based on gender, locale and educational qualification as P.G.,M.Ed. and with P.G.,M.Ed.and NET / Ph.D.. Hence it can be concluded that the correlations obtained between the sub samples based on gender, locale and educational qualification as P.G.,M.Ed. and with P.G.,M.Ed.and NET / Ph.D., have no influence on the degree of relationship between job satisfaction and teaching competence.

CONCLUSION

The Present study revealed that job satisfaction has a crucial role in determining the teaching competence of teacher educators . This throws light on the need for wealthy and positive supportive environment for teacher educators in the self-financing B.Ed. colleges .There exist no significant difference in the relationship between teaching competence and job satisfaction for male and female teacher educators, there exist no significant difference in the relationship between teaching competence and job satisfaction for rural and urban teacher educators . The study also revealed that the relation between job satisfaction and teaching competence was similar in both P.G.,M.Ed. and with P.G.,M.Ed. and NET/Ph.D. teacher educators.

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